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ABSTRACT

This Congressional hearing on the reauthorization of the Bilingual Education Act, held in McAllen Texas, focuses on issues to consider in the reauthorization of the Bilingual Education Act. After opening statements by Chairman Michael Castle and Representative Ruben Hinojosa, both of the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, U.S. House of Representatives, there are seven statements by the following individuals: Ellen M. Gonzalez, Associate Executive Director, Region One Education Service Center, Edinburg, Texas; Josefina Villamil Tinajero, Assistant Dean and Professor of Bilingual Education, University of Texas El Paso, Texas; Gloria F. Garza, kindergarten teacher, Pharr, Texas; Alba Ortiz, Associate Dean, University of Texas Austin, Texas; Gilberto Anzaldua, Superintendent, El Paso Independent School District, Texas; Gloria Gallegos, Executive Director of Special Programs, Pasadena Independent School District, Texas; and Hilda Medrano, Deal of College of Education, University of Texas, Pan American, Edinburg, Texas. Eight appendixes present the opening statement and written statements. (SM)

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ED 465 269

REAUTHORIZATION OF THE BILINGUAL EDUCATION ACT

HEARING

BEFORE THE
SUBCOMMITEE ON EARLY CHILDHOOD,
YOUTH AND FAMILIES
OF THE
COMMITTEE ON EDUCATION AND
THE WORKFORCE
HOUSE OF REPRESENTATIVES
ONE HUNDRED SIXTH CONGRESS
FIRST SESSION

HEARING HELD IN McALLEN, TX, JULY 7, 1999

Serial No. 106–56

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REAUTHORIZATION OF THE BILINGUAL EDUCATION ACT

WEDNESDAY, JULY 7, 1999
HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES,
COMMITTEE ON EDUCATION AND THE WORKFORCE,
WASHINGTON, D.C.

The Subcommittee met, pursuant to call, at 9:00 a.m., in the McAllen City Hall, 1300 Houston Street, Commissioners Courtroom 3rd Floor, McAllen, Texas, Hon. Michael N. Castle [chairman of the Subcommittee] presiding.

Present: Representatives Castle and Hinojosa.

Staff Present: Lynn Selmser, Professional Staff, Majority; Alex Nock, Professional Staff, Minority; and Sarah Shipman, Legislative Assistant, Representative Hinojosa's Office.

OPENING STATEMENT OF CHAIRMAN MICHAEL CASTLE, SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC

Chairman Castle. Good morning, ladies and gentlemen. This little sign here says speak to the person in the last row. So, there's nobody -- well, there's somebody sitting in the last row.

Let me thank you for being here. It's a pleasure for me to be here. You may wonder where I'm from. I'm from Delaware -- he tiny little state of Delaware, where it's about 15 degrees hotter than it is here, by the way, at the present time, and it's been over 100 for four days in a row. Hopefully, when we go back today, it will be in the mid 90s.

But, I am pleased to be in South Texas. I'm pleased to be with my good friend Ruben Hinojosa. We became friends in an unusual way. We ran a session together at a Congressional getaway, which we were trying to stress bipartisanship so people would get long better with each other, that is, republicans and democrats.

Well, Ruben and I get along just fine. I don't know about anybody else, but we ran the session together and we became good friends as a result of that, and I hope everyone else is speaking to each other too, although, sometimes you wouldn't know that to read about it. But, it's a pleasure to be in McAllen. It's a pleasure to have all of you here and to be discussing the subject at hand.

Let me say a couple of general guidelines, because so many here are thinking, "Gee, when an I going to be able to get to my plane" or whatever it may be. Because of that we need to follow a fairly tight schedule.

We have two panels. I will speak for no more than three or four minutes here in just a moment. And in a more formal sense, Congressman Hinojosa will then speak. He will then introduce the members of the panel. Each of you in turn will speak, and you will have five minutes to speak.

Now, you may have testimony that would take longer to read. Remember, we have testimony too, so you can skip part of it or summarize or speak differently from it or whatever. In any event, this egg timer goes off. It's a horrible thing when it goes off, because we had it in Los Angeles yesterday, and I jumped about a foot in the air. And when you hear that, if you could start to summarize and wind up, that will be fine. And then both of us will ask questions for about seven or eight minutes, and then we will go to the second panel which consists of four witnesses as well.

If all goes as prescribed, we look to be done by a little bit after 11:00, something in that range. If somebody has a timing problem, you should make it known to staff as soon as possible and we will try to take care of that. And that's roughly how we will proceed for the day.

Let me just say, and I'll say it probably repeatedly, but I just want to thank all of you who made a very special effort to be here. I realize people have come both long distances and with conflicts in schedule, and we consider that to be an honor to have you here to discuss this important subject.

Let me just also say that while there are two of us here, members of Congress, we have Alex and Lynn who are able staff people who will take care of all the testimony. This all goes back to Washington and is distributed to all the staff there, so a lot of eyes end up seeing and hearing what we do here today. So I want you to understand that as well.

I am the chairman of the Early Childhood, Youth, and Families Subcommittee of the Education Workforce Committee in the Congress of the United States in Washington D.C. And, of course, we will welcome all of you. This is really a hearing on bilingual education today.

When the Bilingual Education Act was enacted in 1968, the program established in the federal policy to help local school districts develop and implement new strategies to meet the educational needs of children who did not speak English as a first language.

Since that time, the program has undergone a number of changes. And all the while, the number of English language learners has continued to grow, especially in states like California, Texas, New York, Florida, and Illinois.

As we look to modify the Bilingual Education Act, we need to examine how the federal government can better help local schools in school districts provide the best possible education and the English language skills our children need to participate in higher education in our competitive workplace.

Our first bilingual hearing, which was held on June 24th in Washington D.C., provided important insights into the education of limited English proficient students.

As the population continues to grow, this insight is important, because we must insure that our federal programs provide each and every child with the opportunity to achieve to the extent of his or her potential.

I believe that an important part of achieving this goal is ensuring limited English proficient children learn the English language as soon as possible. The primary focus of the Bilingual Education Act should be on the children. But I believe we must also provide schools and parents the flexibility to make decisions regarding to the programs that will be used to educate these children.

Our efforts must acknowledge the fact that children learn differently and they all have different needs. By allowing schools and parents to work together to make decisions about the education of their children, we place control in the hands of those individuals who know these children the best.

Currently, the graduation rates of limited English proficient children are very discouraging. In 1996, only 55.2 percent of Hispanic students graduated from high school. We can and must do better. It is my hope that we can work together to support changes in the Bilingual Education Act to ensure that all participants reach the same high academic standards as their English proficient peers.

I again thank you very much for joining us today. I will now, as I indicated I would, yield to Congressman Hinojosa for any opening statements he may wish to make.

OPENING STATEMENT OF CHAIRMAN MICHAEL CASTLE, SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC – SEE APPENDIX A

OPENING STATEMENT OF REPRESENTATIVE RUBEN HINOJOSA, SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC

Mr. Hinojosa. Thank you, Mr. Chairman. Good morning and welcome. Buenos dias y bienvenido. That is what bilingual education is all about.

I want to thank the City of McAllen for hosting us and equally as important, I want to thank all of you for being here at today's Congressional field hearing on bilingual education. It's ironic that exactly one year ago today, on July 7th, 1998, I convened a Congressional field hearing in this very room on the Head Start program, a phenomenally successful federal program that helps low income children arrive at school more ready to learn.

The outcome of that hearing was many great ideas which were subsequently incorporated into the legislation reauthorizing Head Start through the year 2004. This measure was approved by Congress and signed into law by the President last fall.

This year, as you know, we're here to discuss the reauthorization of Title VII of the Elementary and Secondary Education Act entitled The Bilingual Education Act, and as we move into the 21st century, the issue of bilingual ed. is certainly one of the most important issues on our plate as a nation. Why? Because the world is becoming ever more global, and certainly opportunities will abound for those who are bilingual or multilingual.

We see this in our community right here in South Texas, in the Rio Grande Valley, which I believe is a barometer of the positive change that is taking place all across America. With us this morning from Washington D.C. Is my good friend and congressional colleague Chairman Mike Castle of the House Education and Workforce Subcommittee on Early Childhood, Youth and Families. Former Delaware Governor Castle is the esteemed chairman of The Education Subcommittee responsible for reauthorization of Elementary and Secondary Education Act, an important process which occurs only once every five years.

And this federal legislation, which we refer to as ESEA, has long been regarded as the cornerstone of federal aid to elementary and secondary schools for the last four years. It embodies the federal government's commitment to providing funds for the education of children living in high poverty communities.

ESEA is the largest elementary and secondary federal aid package targeted at low-income and low-achieving students. It currently represents an annual $12 billion investment in our nation's future. I repeat that because it's very important. It currently represents an annual $12 billion investment in our nation's future.

This one issue will comprise Chairman Castle's Subcommittee agenda for the entire 106th Congress. Chairman Castle is well suited for the task. As Governor of the great state of Delaware for eight years and a member of Congress for the last six years, Mike Castle has long been a champion of education programs that help poor and disadvantaged children to learn. Chairman Castle has worked tirelessly to increase teachers' salaries and challenge schools with higher standards.

In the last Congress, I had the privilege of working with Mr. Castle on the reauthoritization of the Higher Education Act and have personally seen up close his dedication and commitment to providing educational opportunities to students of all ages.

He mentioned earlier in his opening remarks about how we had met in Hershey, Pennsylvania, working as the co-leaders for the bipartisan retreat where we were hoping to build better relationships amongst both sides of the aisle. Members who didn't know each other had an opportunity to meet and talk and in an environment that was conducive to building that type of congeniality, and it happened that they paired us, he as a Republican and I as a Democrat, in working with a small Subcommittee, and I guarantee you that it's a great way to build a relationship, and the chemistry has been good. We made friends.

Even though there's about 50 members on the education committee, I can always look up to Mike Castle for advice and be able to move forward the legislation that I went to Washington to try to promote and to pass. So, I thank you for that, Chairman Castle.

In addition to his Chairmanship of the Early Childhood, Youth, and Families Education Subcommittee, Mike Castle also serves as a member of the House Banking Committee and the Permanent Select Committee on Intelligence. We know how busy you are, Mr. Chairman. So, thank you for coming to the Rio Grande Valley, South Texas and welcome. And we want to give you a big round of applause.

Let me begin my opening remarks by saying that although we are here this morning to focus on bilingual education programs, there are numerous issues within the ESEA that affect the education of minority and disadvantaged students. Allow me to name at least four issues which are of great concern to our Education Committee: number one, lowering the Hispanic dropout rate; number two, recruiting high quality, well-trained teachers; number three, insuring access to after-school learning programs for all students; and number four, reducing class size while modernizing our older dilapidated public school buildings.

These are a few of my foremost legislative priorities as the House Committee on Education Work Force begins the process of reauthorizing ESEA for the next five years. Very soon, I will be introducing legislation on behalf of the Congressional Hispanic Caucus. My Bill will address many of these issues, but will also provide for the expansion of exemplary education programs for migrant students, accountability for student achievement in our local schools, and, of course, bilingual education.

And it is this issue that's the focal point of today's hearing. As many of our expert witnesses here this morning know, the Bilingual Education Act was enacted over 30 years ago to help reduce the high dropout rates of limited English proficient students, better known as LEP students. Prior to the passage of the Bilingual Education Act, nearly 80 percent, or four out of every five Mexican-American Hispanic students in Texas and across the southwest dropped out before graduating from high school. It was a cry for help and did not fall on deaf ears.

This alarming situation resulted in the creation of bilingual education. Today, over three decades later, the overarching goal of bilingual education remains to increase academic success and improve the English proficiency of LEP students. You're going to hear a lot of expert testimony today about bilingual education, per se. But what I would like to draw attention to is the students who benefit so much from these programs. They are the LEP students.

Far too often, we fail to view limited English proficient students in our classroom as an asset equating their inability to understand English with a lack of intelligence. Often, these children have been held to a lower standard of simply learning to speak English instead of holding them to the same high standard of learning math and science as well as native English-speaking children.

Schools must enable LEP students to achieve to high standards while also developing their ability to understand, to speak, read, and write English at the same level as native English speakers. Furthermore, a tremendous opportunity exists for our nation in developing the resource that is the wealth of LEP children's native languages.

LEP students achieve something of which most American adults can only dream, that is, fluent bilingualism. LEP students can help our country compete in a global economy by helping all students learn a second language. It is our job then to prepare our limited English proficient students to function, to excel in a world economy where being bilingual is an asset and a resource.

Bilingual education does work, and we see it working effectively through the South Texas Rio Grande Valley. The Pharr Elementary School is but one example, and with us is Ms. Gloria Garza, a bilingual education kindergarten teacher from Pharr Elementary School. Her school is a special place where two languages are used without apology and where becoming proficient in both is considered a significant accomplishment. We will be hearing from you shortly.

Children grow so quickly, and it will not be all that long before these children are tomorrow's leaders. A command of two languages will create meaningful opportunities for them that they would not otherwise enjoy. All of our witnesses have something important to share with us, and I look forward to hearing their unique experiences. Their valuable insight will help us immensely as our dialogue proceeds and we craft federal legislation.

If we fail to recognize the importance of bilingual education, we fail our children and, ultimately, we fail our society. The world is becoming ever more global, and I certainly feel it is definitely advantageous to be bilingual or multilingual. Our community is a barometer of that change that is taking place all across America, and that change is positive.

All of us here today participating in this field hearing are agents of change. As agents of change, we need to make sure that every LEP student is offered access to the best possible education. In closing, Mr. Chairman, I want to say that the legislation I will be introducing shortly is entitled "The Access to Excellence in Education for the 21st Century Act." I think we can all agree that access to excellence is what we want for our children, and this hearing signals the beginning of our efforts to move in that direction. I welcome all the witnesses today and thank everyone for their testimony. Thank you, Mr. Chairman.

Chairman Castle. Thank you.

Mr. Hinojosa. If you will allow me, I would like to begin by introducing the first presenter, a statement by Dr. Ellen M. Gonzalez, Ph.D., who serves as Associate

Executive Director of Region One Education Service Center in Edinburg, Texas. She will be speaking on the Bilingual Education Act, and we welcome you, Dr. Gonzalez.

STATEMENT OF DR. ELLEN M. GONZALEZ, Ph.D., ASSOCIATE EXECUTIVE DIRECTOR, REGION ONE EDUCATION SERVICE CENTER, EDINBURG, TX

Dr. Gonzalez. Thank you very much, Congressman. Let me also say, Chairman Castle, thank you for this opportunity. Thank you for visiting us here in the Rio Grande Valley. I'm sure all of my colleagues share my since of appreciation at the opportunity to present to you the importance that we feel in regard to the Bilingual Education Act. We are passionately advocates for this very important cause, and we hope that today the information that we share with you will perhaps shed light on your important task when it comes to reauthorizing the Bilingual Education Act. I come to you today in the spirit of optimism. I'd like to begin by saying that I really do believe that the future is bright for our young children that are enrolled in our public schools these days. We have had decades of research, serious dialogue, and really, very fruitful cooperation and collaboration at the local, state, and national levels and universities working closely with school districts. Teachers and administrators are very well equipped today to meet the challenge that our language minority children bring to our classrooms.

I believe that over several years we have really had a very intentional focus on doing what is right for every learner. And with that focus comes a challenge that we take very seriously in terms of meeting the needs of LEP students. I include limited English proficient students in this picture of bright hope and optimism for the future because, indeed, in our state of Texas, student achievement data does reveal that our LEP students continue to make significant gains in learning subject matter as well as learning the English language and becoming proficient and literate in English as well as their first language, which is Spanish.

Saying that, at the same time, I would like to state, however, that we as educators realize that the challenge continues, and we will not be satisfied until we are confident that we have been able to reach every single learner in the classroom.

And so we continue to strive for excellence for all of our children and realize now that, as educators, we must really become even more academic than we have been in the policy debate. And so for that reason, we are, again, very grateful of the opportunity to be here today to share what we hope is something that will be of importance to those of you making these important decisions.

We recognize that the way to do that, we hope, is by being able to explain bilingual education in a way that is clear to the lay people, to all of the stakeholders, and in a way that will make a difference for the children that we are trying to serve.

In the Region One Education Service Center, we are an intermediary agency and we work with 38 public school districts in the Valley, in the Region One area, from Brownsville all the way to Laredo, Texas. Just for background, Chairman Castle, let me just share some demographics with you about the students that we serve.

We have approximately 280,000 students. Of these, 95 percent of them are Hispanic and over 128,000 have been identified as limited English proficient. 81 percent of the children in our schools come from low socioeconomic backgrounds, 10 percent are recent immigrants from Mexico, and approximately 20 percent of the children are migrant students. They do not remain in the one school that they've enrolled in for the entire year, rather, they migrate to other districts either in the state or other states as well.

These children then bring, as you can know, unique challenges to the learning situation, however, again, optimism. When expected to excel academically, they can and they will. In our state of Texas, we have an accountability system that ranks districts and rates districts as "recognized" or "exemplary", etc., based on achievement test data, on state assessment, Texas Assessment of Academic Skills.

In the Region One area in 1998, 17 districts received a "recognized" rating meaning that 80 percent of the students or more passed all of the tests of TAAS and two districts received an "exemplary" rating. Looking at the campus level, that translates to 129 "recognized" campuses and 55 percent "exemplary" campuses, and we look forward to more campuses making that rate with this year's ratings that will be official in August.

With regard to bilingual education, bilingual education does refer to situations in which students are able to study subject matter in their first language and reach high standards in that language while their weaker language skills, in this case being English, catch up. An important and central goal of bilingual education is to promote English and well-organized programs do that very effectively. Does that mean I have a little bit more time?

Chairman Castle. A little more time, yes.

Dr. Gonzalez. Okay. I wanted to stress that two persistent beliefs about bilingual education are that students in bilingual programs don't learn English and that students in bilingual programs never do well enough in academic subjects to join the main stream.

However, exactly the opposite is true. They do acquire English very well, and they do reach satisfactory levels of competency in academic areas. We have several programs in the Region One area that attests to that, districts such as the La Joya Independent School District, which does have a transitional bilingual program.

The major strength in that program is the power with which children can transition into English literacy because they have received a very strong foundation in Spanish literacy. We also have programs that Congressman mentioned. The Pharr-San Juan-Alamo Independent School District and the Weslaco School District are examples of two-way bilingual programs. This is the emerging new approach to dual language instruction, or we like to call them language enrichment models, because children receive -- the Spanish dominant children learn their language and English as a second language and the English dominant children learn their language subject matter and Spanish as a second language.

So second language acquisition becomes an objective for all students in the program, not only the limited English proficient children. There was an important research study done in our area by the University of Texas at Austin in conjunction with Region One and the University of Texas, Pan American, called The Effective Border School Research and Development Initiative, and I would like to cite that study to the Subcommittee for you to be aware of it.

I elaborated on it in my written testimony, but basically, that qualitative study identified excellent practices in schools in the Region One area, focusing on parental involvement, being very culturally sensitive to parents. We are trying to reach out to the parents of the LEP children focusing on an ethic of caring and concern for every individual student on part of the instructional leaders of the campus and principals, also on culturally responsive pedagogy.

Simply put, meaning that the people who deal with the children accept children and their families for who they are and build on their strengths, and it is not a concept of culture deprivation, but, rather, building on strengths and unique gifts that all of the students bear.

The fourth dimension in their findings alluded to advocacy oriented assessment And I know my colleague Dr. Ortiz will be talking about assessment practices with regard to those students.

In closing, I would like to make some specific recommendations with regard to the reauthorization of the Bilingual Education Act, and those would be: There is no doubt of a need to continue Title VII support for the purposes of funding efforts for quality certification programs for bilingual teachers. Teachers in the effective schools are highly skilled, bilingually certified teachers, comprehensive professional development programs for teachers, administrators, and staff who serve the language minority students, establishment of two-way bilingual programs that benefit both majority and minority language speakers and that value intercultural relationships and cultural pluralism. Development of systemic improvement of systemwide programs which call for integration of all services to meet the needs of students, and finally, promotion of parental involvement programs through the utilization of strategies that are characterized as culturally responsive and sensitive and accommodating and enabling for the parents of the limited English proficient students.

Through continued support from Title VII, it is hoped that the success stories that are experienced in the Region One Area Schools can be multiplied and that language minority students will have access to excellence and equity in education regardless of where their schooling experience takes place.

The Bilingual Education Act must continue to propel educators to embrace a belief system which professes the dignity and worth of every individual child and family member which values diversity and which respects the contributions that the home environment and the family experience can make to a child's affective and cognitive development.

[The information follows:]

STATEMENT OF DR. ELLEN M. GONZALEZ, Ph.D., ASSOCIATE EXECUTIVE DIRECTOR, REGION ONE EDUCATION SERVICE CENTER, EDINBURG, TX – SEE APPENDIX B

Mr. Hinojosa. Thank you, Dr. Gonzales; thank you for your presentation. That brings us then to Dr. Josefina Villamil Tinajero, the Assistant Dean and Professor of Bilingual Education at the College of Education, University of Texas at El Paso, also serving as the President of the 1999 Executive Board National Association for Bilingual Education, better known as NABE. Welcome, Dr. Tinajero. You may proceed.

STATEMENT OF DR. JOSEFINA VILLAMIL TINAJERO, ASSISTANT DEAN AND PROFESSOR OF BILINGUAL EDUCATION, UNIVERSITY OF TEXAS, EL PASO, EL PASO, TX

Dr. Tinajero. Thank you very much, Congressman and Chairman Castle for your invitation to provide testimony this morning. I come before you -- in addition to being the President of NABE and Assistant Dean of the College of Education at UTEP, I also come before you as a former LEP child, a former bilingual teacher, and to provide testimony this morning concerning the importance of the issue that is before us.

I thank you for your invitation to be here and to provide an overview of effective instructional practices for linguistically and culturally diverse students. I'm going to focus my comments on three areas on learning academic content, the use of native languages as a tool for communication and learning, and adequate time to learn and succeed academically. If there is one overriding principle that defines what NABE hopes to accomplish during this reauthorization, it is school-based learning outcomes be a reality for every single student regardless of his or her mother tongue.

And federal support and leadership are needed to assure that LEP students, perhaps more aptly described as English language learners, perform to the same high academic standards expected of all children. And this can best be accomplished by schools providing a learning context within which LEP students can academically meet high standards while developing competency, understanding, speaking, reading, and writing English and at the same level as native English speakers.

As far as the effective instructional practices, what have we learned about effective instructional practices of our students? The Center for Research on Education, Diversity, and Excellence issued findings recently on the effective programs for LEP students, and I summarize their findings together with research conducted not only by them and by other bilingual ESL researchers on effective bilingual education, the goals of which are to teach competence in the English Language, English literacy, and academic literacy skills.

And this research shows that all students benefit from strong cognitive and academic instruction conducted in their first language. In fact, that native language is the level the students acquire in that native language is going to predict how well students are going to do in their second language. And LEP students also benefit from on-grade level academic instruction in their first language.

These effects presume that they also receive on-grade level academic instruction in English for part of the school day and throughout the school year. In four to seven years of such combined high quality instruction appears to insure that by the end of high school, typical LEP students will perform as well as typically native speakers of English. And the design of programs for LEP students should be responsive to the needs and strength of local communities, student populations, and available resources.

However, all effective programs share some very, very crucial features, and one is understanding students language knowledge and needs; two, planning and delivering instruction that meets those needs; and three, assessing whether students comprehend the instruction.

And for good students, achievement effective teaching methods must be employed by very well prepared teachers, and someone is going to address that as well. Effective approaches includes students and teachers working together in discovery processes and supportive interaction across the curriculum, developing language through dialogue, and making school meaningful by connecting instruction to a student's strength and everyday experiences in their homes and communities.

And we know that there is a shortage of teachers who can work successfully with LEP students, whether they be in mainstream or bilingual ESL classrooms. As far as learning academic content, we know that all too often we have failed to view limited English proficient students and language minority students in our classroom as an asset, as the congressman said, equating their inability to fully understand English with the lack of intelligence.

And it appears that for LEP students, learning to speak English as quickly as possible is defined as academic success, while English speaking students are expected to achieve it at high levels and high standards in subject matter areas. And overcoming this double standard is the single most important obstacle to providing meaningful educational opportunities for LEP students.

English language developments does not curtail a student's opportunity to concurrently develop successfully his or her academic skills, nor should it deny the students that join the school-based learning or meaningful interaction with teachers and peers within the school setting. And the responsibility of schools consist of far more than merely teaching children to use English.

Our students also have to develop cognitively, intellectually, have access to the core curriculum so that they can progress in school. I just want to mention that the latest research on the subject finds that support for using the native language in schooling of LEP students, that is the 1998 National Research Council Report, preventing difficulties in young children, and I hear that report being referenced everywhere throughout United States, but I hear very few people mentioning that they have also concluded that English proficient students should be taught to read in their native language in order to develop strong literacy skills.

On the time element, I know that this is something that has become very important. How long should we have students remain in the bilingual programs. Everyone seems to be asking questions such as, you know, how fast can children learn English? How fast can we transition them out of bilingual programs? And I propose that this speed trap approach is truly absurd. It's not how fast we are going to transition our students out of bilingual programs, but how high are we going to help them achieve.

And I have included quite a bit of testimony in this area, because it is critically important that an arbitrary time limit which curtails students from engaging equally in subject matter learning and associated academic, social and civic experience from native languages that they are learning English that that becomes a very important issue for us. Enrollment time limits for students in bilingual education under the above conditions, I think, is a scientifically spurious individual harmful and socially damaging alternative which must be rejected, and NABE urges Congress not to fall into that speed trap of asking the wrong questions of bilingual education; that is, how quickly are we going to transition students out? Because it is not how fast or how high or how far. It's not how fast children learn English, but how high they achieve academically and how far they progress through the educational system while achieving successfully.

I'd like to close just by saying that NABE stands ready to work with the committee to ensure that the opportunity for meaningful long-term high quality learning is a reality for every single student, regardless of his or her mother tongue. Our nation's best hope for economic prosperity, productive and creative global engagement, and social well-being lies in making a quality education accessible to all these people in a way that enables all students to significantly participate and benefit from such access. Bilingual education is the substantive model which contributes to this national condition. Thank you very much.

STATEMENT OF DR. JOSEFINA VILLAMIL TINAJERO, ASSISTANT DEAN AND PROFESSOR OF BILINGUAL EDUCATION, UNIVERSITY OF TEXAS, EL PASO, EL PASO, TX – SEE APPENDIX C

Mr. Hinojosa. Thank you, Dr. Tinajero. Is it your wish -- are you requesting that the attachments that you submitted be made a part of this record?

Dr. Tinajero. Yes. I did submit a number of attachments, Congressman, and I do request that those be part of my testimony.

Mr. Hinojosa. Mr. Chairman, is that possible?

Chairman Castle. Certainly.

Mr. Hinojosa. So be it. Thank you very much, Dr. Tinajero. The next presenter is Gloria F. Garza, Kindergarten teacher from the Pharr Elementary School in PSJA. And we welcome you coming to share your experiences working with the children and letting us know what it is that you are doing to make your program such an exemplary program and one that makes our children be so proud of being bilingual.

STATEMENT OF MS. GLORIA F. GARZA, KINDERGARTEN TEACHER, PHARR ELEMENTARY SCHOOL, PSJA, PHARR, TX

Ms. Garza. Thank you and good morning and welcome both of you to South Texas also. And I'd like to thank you for allowing me to come speak to you today and share the knowledge that I bring as a bilingual teacher.

As you know, I have been -- well, I'd like to share, first of all, that I have been teaching for 12 years, and currently, I am a kindergarten teacher at Pharr Elementary where we are implementing a two-way language enrichment program.

Our campus has been involved in this bilingual program for the past four years. Our program design is a 50/50 model in which 50 percent of the population in each pre-K through 3rd grade classroom are limited English proficient students and the other 50 percent are non-limited English proficient students. Our students receive 50 percent of their instruction in English and 50% in Spanish. This means that if a student is LEP, he or she will receive language arts in his native tongue, being Spanish, from pre-K through second grade. And if the student is non-LEP, then he or she will receive language arts in his native tongue, being English, also from pre-K to 2nd grade. All students will receive math and English, and all students will receive science and social studies in Spanish.

In our program design, we have a slot or a time period daily called ESL, English as a second language, and SSL, Spanish as a second language. During this time, we pull out our LEP students to reteach or review English concepts learned during math instruction. And then we pull out our non-LEP students and work with them in Spanish on concepts learned during science and social studies instruction.

Along with this, we also have 60 minutes dedicated to center time instruction where children are paired off in bilingual partners. Center time instruction is when children have the choice to work independently with their bilingual partners in reading, writing, science, math, manipulative, block, art, music, library, and dramatic play center. Various activities are placed at each center in which the bilingual partners may choose and complete their work. The rationale for this is simply to allow children to work together, yet they are forced to communicate with each other in whatever language they wish. This provides for a very safe and non-threatening environment where the children can practice and communicate in their second language.

Through this program, children can learn to value and respect each other's language and culture. The end result is that all children at Pharr Elementary will truly be bilingual, biliterate, and bicultural by the end of 5th grade. A key component to this program is parental involvement. In order for this program to have the successes it has had, parents have to play an active part. At the start of the program many parental meetings were held to discuss the program design and its benefits. This also gave parents the opportunity to discuss their concerns and to resolve them. Parents were told they had to agree to the program and support it completely if it was going to have any kind of success at all. Parents agreed and become a very involved in our two-way language enrichment program.

Bilingual parents are supporting our school and children's learning in many ways, as volunteer tutors; as field trip supervisors; as classroom assistants; as lunchroom, health room, and administrative office assistants; as organizers of school events and assemblies; and by attending student performances, sporting events other school related activities.

Furthermore, our bilingual parents also serve as decision makers on our campus council, LPAC, Language Proficiency/Asssessment Committee where they are abreast of all concerns and decisions being made for our students and campus. They take part in making instructional decisions as well as day-to-day school operations.

We have had_the success we have had at Pharr Elementary could not have been done without the involvement of our bilingual parents. When families are involved in children's learning at school and at home, everyone benefits. Schools work better, families become closer and students improve academically.

At our campus, Pharr Elementary, we have held parent training sessions in which we have videotaped or made recordings of children reading in their second language; parents are extremely excited when they find out that the child reading in English was actually a limited English proficient student and the student reading in Spanish was a non-limited English proficient student. Parents can see for themselves the benefits and the growth their child had made in the second language, be it Spanish or English.

We have had sessions to show them writing samples of our students. Once again, parents are ecstatic when they find out it was a LEP student writing in English and non-LEP writing in Spanish. Our students have become very competent in the second language that the LEP students have actually scripted their own plays in English and the non-LEP have scripted theirs in Spanish. Clearly, these children are confident about their second language acquisition that they are willing to read and write in both languages without any difficulties.

I come to you today as a teacher, and I am asking you to continue to support and fund Title VII. As I have already mentioned, our two-way language enrichment program is an exemplary program in which children throughout the United States can truly benefit from. As the saying goes, "Quien sabe dos lenguas, vale por dos." Please give our bilingual children an opportunity to succeed and get the best quality education they deserve.

I would also like to state one more thing; that I too will be a proud bilingual parent this fall when my child, my four-year-old daughter, will take part in this bilingual program, and I can tell you she is very excited to go to Mommy's campus to learn Spanish. Thank you.

[The information follows:]

STATEMENT OF MS. GLORIA F. GARZA, KINDERGARTEN TEACHER, PHARR ELEMENTARY SCHOOL, PSJA, PHARR, TX – SEE APPENDIX D

Mr. Hinojosa. Thank you, Ms. Garza. That was very interesting. I look forward to having a dialogue on this after all the presenters complete their presentations.

This brings us to the fourth presenter, a friend from the University of Texas in Austin, Dr. Alba Ortiz. We welcome you to South Texas, and we are looking forward to your testimony. Dr. Alba Ortiz is serving as the Associate Dean for the Special Education and Bilingual Education Programs at the College of Education at the University of Texas at Austin, and welcome. You may proceed.

STATEMENT OF DR. ALBA ORTIZ, ASSOCIATE DEAN, UNIVERSITY OF TEXAS, AUSTIN, TX

Dr. Ortiz. Thank you and good morning. I'm here to speak on behalf of including limited English proficient students in state assessments of academic progress. At the same time, I want to caution that we cannot involve students in assessment programs unless we had a well-defined content standards and performance standards and valid, reliable instruments for assessing native language and English as a second language progress.

In forging assessment policy, I think it is very important to remember that achievement is the result of instruction. We use achievement tests to measure how much of what a teacher taught a student learned. In order to get an accurate measure of achievement then, assessments have to be aligned with language and content of instruction. I oppose time limits on assessments in the native language. It is unfortunate that we have to teach in the native language, to test in English mentality in this country that defeats bilingual language education programs. Such an approach suggests that we are accountable for only what students learn in English. Then when we begin to classify schools based on English assessments.

There is a tendency for districts and for teachers to reduce the amount of time allocated to instruction in the native language in order to speed up the transition to all English educational services because of the English accountability measures.

LEP students typically receive the majority of their instruction in the native language as they begin their school career. At the same time, they're being taught English as a second language. Any assessment program should, therefore, answer two distinct questions: how much is this student learning as a result of native language instruction, is he or she learning to read, write, spell, do math on grade level? And the second and equally important question is, how much English is he or she learning?

It is not until the student has been reclassified as English proficient and transitioned out of bilingual education or English as a second language programs that we can conduct assessments entirely in English without modification or accommodation. The state of Texas has developed and will implement soon the reading proficiency test in English which is designed specifically for LEP students in grades 3 to 8, to provide a statewide standardized measure of how well LEP students are developing ability to read in English.

Students can be assessed with our statewide Spanish achievement tests, Spanish TAAS, but they will also be asked to demonstrate how they are progressing in terms of learning to read in English. An assessment program such as this allows you to answer the two questions which I said earlier are very important: How well is the student progressing academically as a result of native language instruction, and how well is he or she learning English.

Implementation of a reading proficiency test in English will ensure that no student is excluded from statewide assessments on the basis of limited English proficiency, but the results of assessment will be interpreted according to the student's language proficiency. Obviously, I hope that we expand the RPTE concept to other contents areas, but assessment of reading is a good first step. As long as there is a requirement that students always be assessed in native language, if that is the language in which he is being taught, and therefore the language in which their achievement is best measured, I can support the additional requirement that students who have been in U.S. Schools for three consecutive years or more also be tested in reading and language arts, tests which are written in English.

However, such assessments should include a language proficiency assessment as well. Without a native language assessment provision or assessment of the English language proficiency, I would oppose such a policy. Assessment in English when students are not English proficient does not provide valid, reliable measures of achievement.

The risk for the LEP student is that educators will interpret test scores on English tests as indicating a deficit in the student rather than, as is more accurate, a limitation of the test. And we are all keenfully aware of the harmful effect of negative teacher expectation over a student's future progress.

I will make just a couple of other key points because there is such tremendous variation in students' native language and English language characteristics and because of the diversity of program models, we should have a requirement that the decision of the language in which a student will be tested should be the responsibility of a language proficiency assessment committee or a comparable committee at the school or district level. This committee would determine not only the language of assessment, but if the assessment is going to be conducted in English, what would be the appropriate accommodations modifications for these students.

Again, only those language minority students who have English skills comparable to their native English-speaking grade level peers would participate in English assessments without modifications.

My final point is that in addition to requiring assessments of all LEP students, we also need to be sure that we have a process for reporting scores and that districts be required to report scores for all students and that they be required to report those scores according to language proficiency status. That would allow us to monitor the progress of LEP students.

My final point, also, is that even though I know the term "opportunity to learn" is often times a political football, it is impossible to really assess the achievement of students unless we have information about the type and quality and amount of instruction they are receiving. So any language you can add in the bill that would subject that we monitor opportunity to learn would also be an important addition.

[The information follows:]

STATEMENT OF DR. ALBA ORTIZ, ASSOCIATE DEAN, UNIVERSITY OF TEXAS, AUSTIN, TX – SEE APPENDIX E

Mr. Hinojosa. Thank you, Dr. Ortiz.

Chairman Castle. Let me also thank the entire panel. You're extraordinarily knowledgeable about the subject matter at hand. We have the responsibility as elected officials to move forward with this very, very important program. There is a lot of controversy in this area, and we all speak very well about it, but we realize that behind the scenes, there are just a lot of different reports saying different things about the best way to educate the bilingual education and that concerns me.

Some of this, I think, can be a little bit destructive. Just a technical question for you, Dr. Ortiz, if we could, on the assessment. You may have said this and I didn't pick it up. At what point, if at all, would you say that the assessments could be done in English? When a child is declared English proficient, then that child should take testing in English or make the assessment done through English language, or did I miss something?

Dr. Ortiz. No. I think that's exactly right. To reinforce the point that an achievement measure is a product of what a student is being taught, if the student was being taught in English and is considered English proficient, then they could take English language assessment. Until that point, they need to have modifications or accommodations if assessed in English.

Chairman Castle. Okay. I remember when I took French, actually Latin, and then I took French. Actually, I wish I'd taken Spanish. It's a language I would have a lot more use for in my life, as it turns out. But, I remember after about one week, Joan Cloud, in my class, and Mademoiselle Ward were speaking to each other in French. I realized that maybe I had little deficiency in language studies at that point. But, you know, it concerned me a great deal because, you know, I realized that I was slower than she was and perhaps a little faster than some, maybe not, although I was certainly slower than a number of people in the class.

Do you agree -- maybe I'll start with Dr. Gonzalez -- that different children may require different types of instructional programming, I mean, that one size does not fit all in terms of dealing with language deficiencies?

Dr. Gonzalez. Absolutely. Not only with language deficiencies, but just in learning in general. There is no one program, no one methodology that a teacher could incorporate and say, "This is the trick I'm pulling out of the hat or box here. This is all I have to do for all of my students."

No. Indeed, individualized instruction, not necessarily meaning like we used to take each child one by one, but definitely diagnosing, monitoring instruction, seeing what is working is definitely appropriate and necessary in bilingual education programs as it is in all instructional programs. Time is a factor, other learning styles is a factor in the child's learning.

Chairman Castle. Ms. Garza, what are you going to do in your school, for example -- I mean, to me, inability to learn a language is a wall. That's really a problem. You know, if you haven't read your assignment, go back read it, so if you can't read it because you can't speak the language, that's a problem.

So what do you do in your school if a child placed in a particular program, which you believe is a program which will work, and then the child does not appear to be learning? What shifts do you make or what extra attention do you give or what is done to help that particular child?

Ms. Garza. A lot of oral language development, a lot of picture cues, working one on one with manipulatives, and trying to get, you know, the message that I'm trying to teach the child. Work with them more individually and a lot of TPR lessons and those kind of activities, a lot of chanting and trying to really concentrate with the child and making sure that he is picking up that vocabulary, that terminology that he needs to learn in order to be able to succeed.

Chairman Castle. Does that include after hours? Do you have summer programs for special circumstances?

Dr. Gonzalez. Yes, we do. We have extended day and we also have extended week for some of the children that are having more difficulties, and we work with them. And usually, we have about eight to ten children at a time when we can work with them for a longer period of time individually.

Chairman Castle. Dr. Tinajero, let me ask you a question. As I indicated earlier, you probably know better than I, there are many studies of what works and what does not work in these areas, and I understand that. And you know different people, just as in anything, will say that one theory is better than another.

Do you think it might be preferable, at least at the government level, if we focus our resources on developing instructional models for various instructional methods, if you will, and then allow the local schools to be able to make their decisions as to what model or models work best for their children?

Dr. Tinajero. Yes. You're absolutely right. And this is precisely the reasons why we oppose having, for example, the three-year limit, because I think that takes away from the local decision making which, I think, is so very precious to all of us.

Every school district, every community ought to be able to decide what is best for the children, hopefully taking into consideration the research that is there. I think that this, you know, most of the time, as far as bilingual education is concerned, it is something that is politically charged and people are not looking at the research or would rather not look at it.

For example, this report from The National Research Council, I wonder how many school districts are taking that to heart and looking at it carefully in terms of how do we structure our programs so that we can reap the benefits and our children reap the benefits of that type of instruction.

So, I definitely think that, you know, we should allow school districts to make those decisions at the local level instead of having, you know, something included in the Bilingual Education Act, for example, that might limit bilingual instruction to two years, three years, five years, whatever it may be.

Chairman Castle. My time is up. The bell makes that obvious. Let me ask one final question, if I may, and then absolutely turn to Congressman Hinojosa for his question, and that's the parental responsibility in all of this. I mean, that concerns me tremendously.

Did you find that the -- I would assume that the parents' interest in the bilingual aspect of this is tremendously important. In some cases, they are probably fairly resistant and in other cases they are probably for total immersion as soon as possible and can be conversed with on the circumstances.

In this broader community of South Texas, is it generally your feeling that the parents believe that the sooner that their children learn English, the better off they are going to be, or is there, in certain circumstances, the thought that English is not going to be that important to them?

Obviously, this is true in some circumstances, but the general thought that English is not going to be that important to them, that they don't plan to stay here that long, or whatever it may be, and for that reason there is a disinterest in learning the English language as rapidly as possible. What are you up against in terms of dealing with circumstances at home, particularly in first generation kids coming to America schools for the first time?

Dr. Gonzalez. Is that for me?

Chairman Castle. No, it's for anybody, actually.

Dr. Tinajero. Well, let me just say a couple of things. I think that every single parent thinks that English is very, very important and we do too.

Chairman Castle. That's almost universal?

Dr. Tinajero. That every single child should achieve very high levels of proficiency in English. I think that is a given. I think that what parents sometimes don't understand, and because maybe they're products of society, they do not value sometimes that maintaining that native language, not only maintaining it, but developing it, because they hear so much in our society that it's a deficiency to know a language other than English, which I certainly don't understand.

But every single group of parents that I have worked with in the last several years where they understand bilingual education is the value of being bilingual, the value of the native language in helping their children learn English better, I have not had a single parent that said, "I do not want my child in a bilingual program." I don't believe that parents have the information out there to make the decisions they have to make about where to place their children.

Chairman Castle. Should they be more engaged and involved in that decision, or should educators be making that decision?

Dr. Tinajero. I think parents should be very much involved. I think that educators need to provide the information for parents so that they can make wise decisions.

Mr. Hinojosa. Thank you, Mr. Chairman. I want to ask Dr. Alba Ortiz a little bit about one of the issues that we are struggling with in Washington, and that, of course, is language proficiency assessment of our students. And in your remarks you spoke about a committee and you say that because of the tremendous variation in the students' language and English language characteristics, and also in the diversity of bilingual ed and ESL program models that that decision as to the language in which a student should be tested should be the responsibility of a language proficiency assessment committee. Will you expand about exemplary models where that system is being used here in our state of Texas?

Dr. Ortiz. Sure. We have a requirement that every campus or every district have a language proficiency assessment committee that deals with the outcomes of assessment measures so they can make determinations about student eligibility. They meet annually to assess student progress and to determine whether students continue to qualify.

Those committees typically include an administrative representative, a bilingual ed or ESL specialist, a representative of parents, any others that the district may want to involve, so that committee is very deliberate in terms of considering the data and making the decision about continued eligibility for the program. It then makes sense that a committee like that also make the judgment about the language assessment, otherwise, it's very arbitrary.

A principal could decide or a classroom teacher could decide which kids should be tested in the native language and who should be tested in English. And so I'm really responding to that from the standpoint of the national perspective. I actually think that Texas is far ahead of most of the country in terms of its programs and its assessment procedures.

Mr. Hinojosa. Would we be making a mistake at the national level to say in this new Reauthoritization Act that students who have had three years of bilingual education should be tested in English? That is one of the recommendations that has been made by someone in the administration.

Dr. Ortiz. I think it's a mistake to word the policy in that way because the interpretation of it is that regardless of the student's status, regardless of the language of instruction, they'll be assessed in English.

I think the point that I was trying to make is that an assessment program has to have two components, one is the measure of achievement and that's looking at reading, writing, math, spelling, whatever. But the other is an assessment of language proficiency, so if there is a requirement that students be assessed in English, there has to be follow-up safeguards for students that say when we interpret the outcomes of those assessments, we will put aside the outcome, the current assessment of how much English you know;

because that's the only fair way to interpret achievement tests in English. Otherwise, what happens is that kids are going to be considered low performing because they didn't do well on a reading, writing, or math measure even though they may know little or no English.

Mr. Hinojosa. Thank you. Dr. Tinajero, you spoke about effective instructional practices for English language learners. Please describe how effective teaching methods help develop students' academic skills while maintaining this native language.

Dr. Tinajero. Yes, sir, thank you. The native language plays a very, very critical role in the intellectual academic development of children. I think that that is something that we forget. We focus on teaching children English sometimes and only English, and we forget that there's something else very, very important there.

The native language plays a role, not only in helping children develop cognitively, academically, intellectually, but also in helping children to be able to become bilingual. Our children bear the gift of bilingualism, and I know that it is an asset to be bilingual.

I don't think you can find a single person who will not say that a speaker of two or three or more languages, you know, is someone who has a lot of things going for them. Somehow we don't make the connection between bilingual education and that being able to acquire, you know, high levels of bilingualism. The native language not only then is the language that is going to help children to develop academically but also supports the development of English.

There is a connection between very high levels of proficiency in the native language and English. The people who are here, for example, everything that they may have learned or heard today, if they are bilingual, if they know a language other than English, they can go and talk about it in French or Spanish or German. That is, those skills are going to be accessible in that knowledge of skills, going to be accessible in that second language.

The same thing with our children. The things that they learn in their native language and to the extent that they learn those things in their native language, those knowledges and skills are going to be available in that second language. So the native language plays a very critical role.

We also know that we have to have time in the classroom. We're going to focus on developing proficiency in the English language. Both of those things are critically important, but the native language is the one, I think, that it is most misunderstood, and it is something that people need to be able to articulate very carefully to parents and educators and policy makers as to what is that goal in the native language. And more than anything else, I'd like for us to remember that it plays a very critical role in the intellectual, academic, cognitive development of children that ultimately will be accessible in that second language, which is English.

Mr. Hinojosa. Thank you, Dr. Tinajero. Ms. Garza, I really enjoyed hearing and learning about the programs that you have at PSJA, especially at Pharr Elementary, where you teach. This program, the two-way language enrichment that you described, I can understand why your school -- two languages are used without apology and where becoming proficient in both is considered a significant accomplishment, and I can see why your children would be so full of self-confidence and be able to go on to succeed and graduate from high school.

But you talked about parental involvement as a component to the success of this two-way language program. I appreciate the examples you gave of specific involvement activity. You went into a lot of detail about how they participate in their activities and committees. Do you think that maybe that's the thread that sort of makes your program so unique and exemplary?

Ms. Garza. I do believe it is, and I think that the more parents get involved, the more they can go out in the community and spread the word that this is an excellent program, that all children need to be involved or be exposed to this kind of program and that it will truly benefit their children in the long run once they graduate from high school and go on to college that, you know, the fact that they will truly be bilingual is totally, you know, a plus for these children, and I think the parents are the best advocates for this, and they can spread the word out to the community.

Mr. Hinojosa. It is interesting that in my first year in Congress, I took advantage of an invitation by some folks to go visit Taiwan and see the success models that they use to be able to win the International Academic Decathlon of Math and Science.

Why is it that Taiwan and China do so well in international competition? So when we visited with the minister of education and the high school principal where we were taken to a high school and listened to the parents and to the members of the school board there at Taiwan in Taipei, what you just said was repeated by those parents that that was the key to the success of their children being the best in the world.

And so it's interesting, and we appreciate that you shared that with us. Dr. Gonzalez, the last question that I want to ask as we wind up this first panel and take a short break, please elaborate how an effective parental involvement program works so that we can increase it to thousands of people participating in parental involvement.

Dr. Gonzalez. Thank you for that question, Congressman. Parental involvement, as has been stated, is critically important to academic achievement of all students. I think with respect to the population that we are speaking of, when it comes to Title VII, the limited English proficient, typically disenfranchised people from the school system, typically poor, non-English speaking themselves, the parents, it is very, very important that the educators determine ways to reach out more successfully to these parents.

I agree with Dr. Tinajero that in the case when we have parents denying participation in bilingual educational programs, I believe that we have failed as educators in informing them appropriately of the advantages of bilingual education.

Some graduate work that I, myself, did personally with regard to parental involvement highlighted the challenges that we as educators have to this population of parents. In interviewing parents in terms of why are you not more involved in your children's education, etc., the typical responses were, "I'm very afraid to go to school; I cannot understand what they are saying; they do not understand me; they send notes home in English," etc., obstacles that we have been placing in the way of parents. They are -- and it's cultural.

I mentioned in my testimony we need to have parental involvement, culturally sensitive, accommodating and that goes deep down into that belief that we must all have the dignity of every individual and be genuine about it. I want these parents involved. Therefore, what does it take? It takes active outreach; it takes personal invitation; it takes phone calls; it takes home visits, whatever we have to do to be sure that they understand that their objective and ours is exactly the same and that is the well and academic achievement of their children.

Mr. Hinojosa. So if in the national policy we were able to expand on parental involvement to include training so that they would have an understanding of how to read the new report cards, report cards that will grade not only the student but grade the teachers, grade the campus, grade the classrooms, you know. The new report card that is being recommended by Congress is far more than the old report card that we had 24 years ago. And so, I like what I heard you say, Dr. Gonzalez. I hope that Region One will be prepared to expand this suggestion that you're making on how we can give training to the parents.

Dr. Gonzalez. Yes, and I think it's training also for the educators and how to do that, how to reach out successfully to the parents. Texas has a report card similar to what you're proposing at the national level that goes home to all parents. And as you say, I'm not sure how meaningful that is presently to our parents. But, again, the educators' responsibility in educating ourselves about how to effectively outreach to our parents.

Mr. Hinojosa. Thank you, Mr. Chairman.

Chairman Castle. Thank you, Mr. Hinojosa. And let me thank this panel a great deal. You've helped us understand the issue better from a variety of aspects of it, and for that, we're extraordinarily appreciative, and, again, we are appreciative of the logistics of getting here and back and forth. I've learned something about that myself last day or so we know that's not as simple as it may be either. So, thank you, and we'll take a very, very brief break while we move the new panel into place.

[Brief recess.]

Chairman Castle. Let's resume. My two or three minutes expanded to six or seven minutes, I think. But we appreciate, again, the second panel being here also, equally as distinguished as the first panel. And I will, again, turn to Congressman Hinojosa for introductions, and you all were in the room, so you understand the basic ground rules. When you hear the bell go off, start to think about getting to some sort of an ending. That would be appropriate. We'll have some time to talk about a few of the issues. With that, we'll go to Congressman Hinojosa.

Mr. Hinojosa. Thank you, Mr. Chairman. Because of a flight that Dr. Anzaldua, Gilberto Anzaldua, is going to try to make, we are going to change the order of the presenters of the second panel. I do want to welcome each one of you and thank you before making your presentations, because the information that has been shared with us has been very interesting and very informative. We believe that it's going to help us a great deal as we move forward in this process of reauthorization of elementary and secondary education. And I assure you we will be calling on you for additional information as we go through this process.

So, if I may, I would like to introduce Dr. Gilberto Anzaldua, Superintendent of the El Paso Independent School District. Welcome, Dr. Anzaldua.

STATEMENT OF DR. GILBERTO ANZALDUA, SUPERINTENDENT, EL PASO INDEPENDENT SCHOOL DISTRICT, EL PASO, TX

Dr. Anzaldua. Thank you. When you say Superintendent, that's a full six weeks. I spent 30 years in Oregon and California, having been born and reared right here in Harlingen, Texas. It took me 30 years to get back. Just two things before I get into the body of the presentation. I'll talk a little bit about the work that was done with the Dropout Intervention Program that EPISD initiated some time back.

To describe the picture of what it was, it was about 6,000 freshman students that were followed over a six-year period, some intervention strategies that were employed by the district, and then some recommendations that I might make.

But, before I do that, I just want to echo the previous testimony by the other presenters. I don't think there's any question from the research standpoint that the impact of bilingual education is not only positive but absolutely necessary for an educated citizenry. And I would further suggest that, you know, some people use research to do a variety of things. For example, in this great state of Texas, we started site-based management some time back, and there's not one shred of research that says that it impacts with achievement, not one study. And yet, the state went ahead and did it anyway.

You have in front of you some background material that says what happened to the freshman class of 1990. And this spans three superintendents, Ron McClean, Stan Moss, and now the current superintendent. In 1990, the district launched a longitudinal study to take a look at what happened to 6,000 freshman students that were starting in EPISD high schools. EPISD is the fifth largest district in the state with some 64,000 students who currently have about 20,000 students at the high school level. This longitudinal study attempted to take a look at where the students were, follow them through, and then determine the kind of impact that the instructional programs were having on students.

If you'll refer to the very first page, it says, "Introduction." I would like to refer you to the first table. Of the 6,000 students that started in 1990, new 9th graders were 4700 students. Approximately 20 percent of those students were retained in the initial year which drew some concern on the part of the board and then the superintendent.

On page 2 is the six-year trend following that group of freshman students. The original total number of students, the total enrolled, the number that graduated, including the GED. And if you will look at the fourth column down, it says "Dropouts."

At that point in 1995-96, there were approximately 1,000 students, or a little bit over 26 percent that, in fact, dropped out of EPISD area. What we did is to attempt to follow the students in terms of what the reasons were for dropping out, and, in addition, they looked at what might be done and some kind of background, if you will, on page 3, at the very bottom, you will notice some information about the dropout students.

Approximately 60 percent were males, 40 percent were females, 86 percent of those that were dropping out were Hispanic, 9 percent were white, and 5 percent were African-American. Interestingly enough, if you look at the reasons, poor attendance, 24 percent; expulsions, 15 percent; TAAS failures 13 percent; and more than half of the students had at least other reasons that we could not account for at the time.

If you'll flip over to page 6 where you have a color chart, this particular chart describes all of the high schools, the total number of freshmen, those that transferred for appropriate reasons, which are 2,100 out of the 6,000, and the adjusted number of which left 7,150 students. And then you look at the total number of dropouts. There are 981, or a small high school, 26 percent of the total. Once the board and the superintendent looked at the material and saw what the issues were with regard to dropouts, what the board did was to enact a dropout prevention strategy that leveraged all the resources that were available at the district's disposal.

One of the things that they did immediately is to establish what were called at-risk coordinator counselors at every elementary school, at every middle school, and at every high school. And these are different than regular counselors. These at-risk coordinators are to go out into the community, work with families, provide outreach and support services, provide counseling after school and on Saturdays, make sure that there are mentors for students that are in trouble, and provide and schedule tutorial sessions for students to work on study skills, personal skills, as well as other career awareness skills, and academic skills.

In effect, this at-risk counselor became the primary leverage for keeping kids in school so that they wouldn't drop out. Over a period of time, they developed a series of parenting sessions.

Let me go on to three other things I want to focus on. The other intervention that was designed by the school district was called "A Focus on First Grade." These were a series of pilot programs in 13 schools that provided other services throughout the other referral agencies in the community, whether it was a social worker to make home visits, literacy classes for parents, or parenting classes in general.

In it's third year, we instituted the reading recovery program, and you can do that in English or you can do that in Spanish. And that program, over a period of four years, has had some startling results. And the focus here wasn't particularly on those high school students. It was on the little people coming through, 1st and 2nd graders.

The other intervention that had positive strategies were the tutorials that were conducted for students after school and on weekends where college students and other teacher aides and teachers were provided additional stipends to work with kids in tutorial areas, and the areas were reading, math, and science.

And the fourth intervention was a collaborative with UTEP, The National Science Foundation funded and sponsored an urban systemic initiative to focus attention retraining teachers in math and science to focus attention on literacy skills in those areas for those students. Over that five-year span, the scores continued to climb and go up based on the TAAS and other measures that we use locally.

The last intervention I want to mention is the Parent Academy. We've been involved over the last several years in working with parents who have kids that are at risk of dropping out, and the thing we have found out is that the absolute critical factor is the role of the parents.

We provide parenting classes, parent involvement sessions, as well as leadership training for parents who are now supporting their youngsters so that they don't drop out. Over that initial period, when I mentioned that there were 26 percent to 30 percent dropout rates in the district, that rate has been cut in half. And this next fall, we are going to institute a follow-up study to find out the continuing impact of the programs and the interventions that have been made.

One of the things that we're going to be taking a look at is the work that has been done in the Raymond Telles Academy, which is an alternative education facility for students that are either about to be expelled or about to drop out. We have somewhere in the neighborhood of 350, and we operate the Raymond Telles Academy countywide. Any of the schools that are interested can send their students there if they're at risk.

And the last intervention is something called "The School Age Parent Center." This is a complete academic and social services facility which provides prenatal, postnatal care for young adults who may be teenage moms and/or dads and helps them focus on improving school and making sure that they return to school. I'll stop there.

[The information follows:]

STATEMENT OF DR. GILBERTO ANZALDUA, SUPERINTENDENT, EL PASO INDEPENDENT SCHOOL DISTRICT, EL PASO, TX – SEE APPENDIX F. ADDITIONAL MATERIAL ON FILE WITH THE COMMITTEE ON EDUCATION AND THE WORKFORCE

Mr. Hinojosa. Thank you, Dr. Anzaldua.

Chairman Castle. What is the schedule? Are you going to leave here in 5 minutes?

Dr. Anzaldua. 15.

Chairman Castle. 15. Maybe we could ask a question or two, If you don't mind if we take a moment or two. Let me just start, and we will try to divide this time between us two equally.

Let me start with this: This is a very interesting study. The dropout prevention programs that you're discussing, I would assume, although they're aimed at the fact that there are high dropouts, in particularly the Hispanic community there are high dropouts, but most of these prevention programs, to me, would work in any community.

Dr. Anzaldua. Yes, they would.

Chairman Castle. They really are not a function of working in one particular community or another; is that correct?

Dr. Anzaldua. It certainly can be replicated in other places.

Chairman Castle. And hopefully are being. And I worry about the high level of Hispanic dropouts which is a function of a million things: varying backgrounds and different things like this. But what is being done in this area in adjusting that problem before the kids get to schools? Is there anything the schools are doing, other things that may not be exactly in the fields that you are an educator, but that you know about which could help? A number of things_for instance, language is a problem or they're in the daycare operations and various other programs. Is that being addressed or are other problems being addressed before the kids are getting to schools? What kind of kindergarten or pre-kindergarten programs are offered, generally, in South Texas or your district in particular?

Dr. Anzaldua. There two things that are going on. One, we all know about, in my opinion, the best dropout correction program is a fully functioning Head Start Program, period. For every dollar that you give me in Head Start, I'll save you $5 somewhere else down the road.

Second, the parent center that we mentioned is a comprehensive center in cooperation with other social service organizations in the county. They provide health. They provide parenting. They do job referrals. The whole idea is this, though, that you provide service in one place where all the services can be integrated as opposed to going to ten different places to get a particular service.

The other thing that it does, and this is mentioned by previous speakers, it is sensitive to the needs of those parents and young adults that go there. They can meet them at their point of need, not at someone else's point of need.

The third thing that we've done in working, for example, with Clinic, which is in the south central portion of the city, is that they re now conducting those parenting sessions for young adults as well. And in this, we started with young moms who were pregnant and needed an opportunity to take care of their youngster and go to school. Later it was extended to include the dads as well. And that has seemed to benefit a lot of people, and the response from the community has been overwhelmingly positive.

The other thing that's important, and it was mentioned before, is that we make sure that programs like reading recovery, which is basically at the first grade level, be comprehensive and made districtwide. At this point, we have it in about 18 of our schools, we have 86 sites, and we have 66 elementary schools. And my goal would be to make sure that there is a reading recovery program in every single school, because it is one of the best early intervention programs we have.

Chairman Castle. Let me ask one other question and then I'll yield here. And that's the whole parental aspect of it which has been touched on by a lot of people already today and properly so. And you mentioned as part of the parenting sessions -- and apparently in the county you're doing this in is very sensitive as well. But in my judgment, when you look at success rates in education, obviously, you know, the Asian kids who come to America seem to succeed better than anybody, generally speaking, ahead of anybody from any European country or whatever, and you go down the row and then you get into the different elements and who's succeeding and not succeeding, and a lot of it is determined by poverty or whatever it may be.

One common thread in all of this is the parental interest. Now, I found that again and again with parents, to me, the difference is what happens at home. In schools, there are good schools and bad schools all over the country, as we all know.

You know, you've been to a lot of different places in the country, but the bottom line is that the parents are engaged and genuinely interested, even if both of them are working or whatever, the kids seem to do better. My question is, what can we do, particularly in areas where you have more dropouts, etc., to engage the parents, if anything? So much of this is cultural and beyond the grip of what an educator or elected official can do, and I realize it's not possible. What can we do to capture that interest of the parents early on so they're a partner in all of this in the very beginning?

Dr. Anzaldua. Let me refer to my California experience, having spent 24 years there. I worked in LA County Office of Education for 10 years. And during that time, at first, when I came in, I met with all my curriculum staff and I told them we were going to focus on parent education, parent involvement, parent leadership and a million different things.

Eventually, the curriculum staff, over 300 or 400 of them, looked at me and said that is what they do over in migrant education or in Title I. And I told them, "Okay. Don't we have parents across the county? There are a million and a half students in LA county."

And what we did was we launched a parent education center. It's still there thriving and well. We started out with ten lessons for parents, but we didn't develop the lessons without the parents. We went out to the community and asked the parents if we were to provide training and development for parents, what do you think the topics should be? And the parents very readily told us in Mandarin, Cantonese, English, and Spanish, this is what we want. And then the staff went to work to develop those programs.

The most successful effort -- this was done on TV because the LA County Office of Education owned it's own public television station -- is that the parents were trained to work with other parents. And we wonder how can you have a multiply effect, but during that ten-year period that I was there, there were over 60,000 parents trained. And it was not Gilberto Anzaldua, facilitator, it was the parents that I trained. Ten went out and trained ten and ten and ten you get a pretty good multiply factor over time. The parents were the most effective in dealing with other parents.

And you were able to multiply that effect, and now there's something like 200 hours of training, provided a period of time so that there's parent facilitators, parent mentors, you can do family math, family science. You can do it either on the tube, if you will, or you can do it, you know, person to person. That's the only way that LA County was going to get to 81 districts and the millions of parents that are there.

Those 60,000 are like an army of advocates for other parents and kids. And that was one of the best strategies we ever used. If you would have told me earlier, "How would you do that," I probably would have told you, "I do not have a clue." But the suggestion came from parents. Why don't you train parents, and then we will go out and each one -- if I'm trained, my commitment is to train ten. Those ten, in fact, train ten more, and pretty soon you have a mushroom effect.

Mr. Hinojosa. Thank you, Mr. Chairman. Dr. Anzaldua, you spoke about the at-risk coordinators who act as mentors to kids at risk of dropping out of school and gave us statistics that show success with which y'all are increasing the number of students to graduate from high school, which is commendable.

Just as you-all have done so well in El Paso in the Head Start Program, which is recognized all the way to Washington as one of the exemplary programs in getting children ready to go to school because of that success from the Head Start Program. Tell us, please, the outreach that is done by these coordinators to reach the whole family and how that is done.

Dr. Anzaldua. From the beginning, one of the assumptions we made was that we had to make a departure from the traditional counseling. Instead of one-on-one counseling at the high school level, we brought in at-risk counselors who were trained but were willing to do something different. The difference was this. We went out and instead of talking with kids and parents during the day, you're going to go and provide outreach after 3:00 in the afternoon, from 3:00 to 7:00. In addition, you want to do outreach that is family-oriented, not individual. And the assumption was if you got one student at risk of dropping out, you may have another one in the family. There may be some other family needs.

Second, they were all to develop a referral system to access resources available in the community, from other social services organizations, so that they would know how to access that information in that particular resource.

And third, there was a feeling that as you go out and provide outreach to parents that you wanted to bring parents in as equal partners. And a lot of parents had a lot of contributions to make, but they had never been asked, or they had never been asked in a language they understand and could communicate in.

The final thing is that the outreach people wanted to make sure that tutorial services were provided to students so that those services don't interfere with the regular instruction of the day. And that was one of the real big pluses, that you knew that after school between 3:00 and 6:00 there was an opportunity for students to get basic skills, training and tutorial services that did not interfere with the regular curriculum.

Mr. Hinojosa. Thank you. I want to go on the record that the work that is being done by your Congressman from El Paso, Congressman Sylvester Reyes is excellent. He is working very closely with us on the Texas border region in addressing these problems, and he certainly has been setting the, I guess, leader of the line.

It seems that the unemployment rate that existed in the El Paso County has dropped from double digit to only 9 percent. And so we're very, very pleased with the work that he is doing, and we congratulate him for his leadership, and we thank him also, for allowing both of you to come to present the testimony here at today's field hearing. Thank you, Mr. Chairman.

Chairman Castle. Thank you, Congressman Hinojosa. And thank you very much. We appreciate your being here. We realize that you have travel responsibilities, and we don't want you to be late for your plane.

Dr. Anzaldua. Thank you. I appreciate it.

Chairman Castle. I wish you well. Good luck with your new job.

Mr. Hinojosa. We are very pleased to have Ms. Gloria Gallegos, Executive Director of Special Programs of the Pasadena Independent School District, and we are looking forward to hearing your testimony.

STATEMENT OF MS. GLORIA GALLEGOS, EXECUTIVE DIRECTOR OF SPECIAL PROGRAMS, PASADENA INDEPENDENT SCHOOL DISTRICT, PASADENA, TX

Ms. Gallegos. Good morning, Chairman Castle, Congressman Hinojosa. I'm here today to share a story from my district. As we begin to look at the challenges that we were faced with in our particular district, Pasadena Independent School District. For those who do not know, we border with Houston Independent School District, just to give you a brief overview of what our district looks like, because it is an important variable as we consider the information that we will be sharing with you this morning.

Our district has a little over 41,000 students. 55 percent of those students are economically disadvantaged, and that level of economically disadvantaged increased over a very short period of time. Within about the last eight years, we have increased significantly, at some points up 10 percent annually, in terms of economically disadvantaged. 22 percent of our students are limited English proficient.

So what we had in terms of the challenges that we were encountering in our district, as we looked at our district and the growth pattern in our district, we began to look at the state level as well in the national level to see if we were a typical district in terms of growth or are we atypical. And what we discovered was that we parallel very closely the changes that we are facing across the state as well as the national level.

Even though we have great challenges, let me share with you what we have been able to do over the last six years in terms of the state accountability rating. We began in 1993-94 with approximately four or five of our campuses that were low performing and the rest of them were very, very close to becoming low performing. I am very proud to stand before you today and tell you in 1998-99, we have, right now, 33 elementary schools. Out of the 33 elementary schools, we have 31 that have either received "exemplary" or "recognized" or "district amended."

We have eight intermediate campuses. Out of the eight, we have three that are "recognized", and one "district amended." We have four high schools. Out of those four high schools, we have one that is "district amended."

We certainly have improved within the organization, internally, and so the outcome has been in student performance across the district. Given the demographic and given the size of our district, we are one of the few districts in the state of Texas to receive the "recognized" status for the second year. We were "recognized" last year and "district recognized" this year.

Now, still within that pattern, do we have a perfect system? Absolutely not. We do not have a perfect system, but what we have is tools and processes and procedures to help us improve a system within. And so what I come before you to do today is to share with you the process that we have used in developing a five-year operational plan for our bilingual ESL program. What we have done is, we have studied the research. We've looked at effective models, what the research tells us in terms of providing instructional models for our limited English proficient students, but that's not enough. We also -- what we did, we studied the Scans Report from the Labor Department to look at what employers are wanting from a national perspective, and we did the same thing at the local level. We invited business people and community people to come in and tell us what is it that you want from our graduates? And so it paralleled very closely with what the Scans Report had given us.

From there, then we begin to develop processes and procedures. And what I have provided for you is, basically, an agenda of the process that we used that improved our program. We borrowed from the Dupont model to be able to study our system in addressing the needs of limited English proficient students. As we analyzed the subsystems and the supportive system of the program itself, we discover that subsystems were very dysfunctional. Every single way that we looked, whether it was instruction, assessment, curriculum, staffing resources, you name it, it was dysfunctional. So, rather than to point fingers and say, "Who is at fault," we are not interested in that. We are interested in how do we improve it and how do we make it a win-win for everybody. But we could not do it by ourselves.

So what we did was we enlisted a force, a committee, if you would, of 90-plus people who were a cross-representation of our district as well as our community people and parents. And we asked, what is the current experience with the program? And then we looked at a systems framework model from the Dupont tools to be able to look at what is the idea and how do we overcome the barriers. From that, we had a great deal of dialogue.

And so what we attempted to do, and we did, was a systemic reform. How do we look at all the variables and reform the subsystems that support a bigger system? So we began by aligning the bilingual ESL program. What we developed was a transitional model, and what we did was a combination of the late exit/early exit model. I really would have liked to have done the two-way bilingual, but the reality was we did not have the personnel to be able to do that. However, we are still pursuing it.

What we also instituted was a continue for the language of instruction. What percent of the time do you instruct in Spanish and what percent do you instruct in English? Because the reality was that we had a potpourri of things happening across our district, and we were hurting children. Pretty much, the children were beginning to look like learning-disabled students, when, in reality, the disability was with the instruction, the curriculum, and the assessment.

So what we have done is that we have developed an operational plan that addresses program. assessment. identification and placement. curriculum and instruction. resources. staff development. parent and community staffing. communications. and the issue of bussing children to other campuses.

So I have given you a copy of our plan that has in it the vision for the program itself. And. by the way. the vision and the goals are also aligned with the district vision and goals. And so it is not a program operating in itself. it has become a program that is integrated and consolidated into the original districtwide plan.

So what you have is a vision. the goals and objectives. along with action steps. What you do not have before you is the action steps in more detail. defining specifically what is it that we need to do to be able to get to the ideal state? And so that has been assigned to different personnel within our district with responsibility and then. also. with time lines for implementation with a strong component for evaluation.

There's a number of things that we have been able to do to reform our program within the district. and. of course. in five minutes. it's impossible to share the entire thing that we have done. But. in closing. by virtue of the fact that I also work with Title I. Title II. Title IV. and Title VI within my program. within my scope of responsibilities. I have been able to borrow a lot of what we have done under the Title I umbrella and consolidate it and integrate it into the bilingual ESL program. And I would be glad to share that with y'all later. if you're interested in that.

But in recommending -- what I would like to see is. you are considering the reauthorization of the bilingual ESL program to focus on educational improvement efforts by requiring alignment of different programs. The use of high quality standards and assessments to ensure schoolwide and systemic reforms. Ensure that the needs are met of all students. I would also like the see greater involvement of parents and a much broader link to the community. We cannot do it by ourselves.

Increase focus on professional development. also in English and accountability with recommended corrected actions. Increase opportunity for schools and school districts to receive waivers of federal rules. In fact. we have instituted a waiver request at the district level for those campuses that are proven to be successful that do not want to follow the continual instruction and the models that we are proposing. So we wanted to create some flexibility within the district as well. And. finally. greater administrative flexibility in consolidating and coordinating programs. Thank you.

[The information follows:]

STATEMENT OF MS. GLORIA GALLEGOS. EXECUTIVE DIRECTOR OF SPECIAL PROGRAMS. PASADENA INDEPENDENT SCHOOL DISTRICT. PASADENA. TX – SEE APPENDIX G

Mr. Hinojosa. Thank you. Ms. Gallegos. And the next presenter is Dr. Medrano from The University of Texas here at Edinburg. We are delighted that you could participate. and I want to commend you for the work that you did in helping us as we prepared our applications for gear-up programs. Hearing Dr. Anzaldua talk about how they started with Head Start and really focussed on 1st grade and 2nd grade reminds me of the effort that you have been making in trying to make sure that at middle school, 6th, 7th, and 8th graders are also focused so that they can be given mentoring and tutoring and everything necessary so that they too will graduate from high school and be given an opportunity to higher education. So I'm very pleased to introduce you, Dr. Medrano.

STATEMENT OF DR. HILDA MEDRANO, Ph.D., DEAN OF COLLEGE OF EDUCATION, UNIVERSITY OF TEXAS, PAN AMERICAN, EDINBURG, TX

Dr. Medrano. Thank you, Congressman Hinojosa. And, Chairman Castle, let me say that I want to thank you. You're a long way from home, but the fact that you're here shows us that you care. You care, in particularly, for the children. And Congressman Hinojosa, we realize the support that you've given our area, and it just warms our hearts to know that you're here, especially for the effort of bilingual education.

Let me say that as I prepared, I thought -- I come before you not as the dean of the college of education, because I've only been that for four years. I've been, longer than that time, I've been a LEP child and then a bilingual education teacher, and may I say that as a beginning teacher, I was funded by ESEA, we used to call it then, the Elementary and Secondary Education Act of 1965. So, I have firsthand experience of what these funds can help a district do. As an early childhood teacher, I had the opportunity to teach children in two languages. I was fortunate that I was biliterate myself and could do it.

It was very interesting back in 1972 when South Padre Island was just becoming the resort that it has become that people from elsewhere were coming as the developers. English-speaking people only, but they were very wise because they wanted their children in the Port Isabel School District Maintenance Bilingual Program. Back then, the district had enough vision to carry on two-way bilingual programs up to the 5th grade. So I had firsthand experience with that program.

I want to say at this time that I want to recommend that perhaps in the new reauthorization we find another word other than "limited" to refer to limited English proficient students. Perhaps we can refer to children who come to schools with Spanish, in our case, only as "English language learners." The word "limited" seems to convey that there's something wrong, that there's a deficiency. So just food for thought, and we can discuss that later.

I'd like to get into why I'm here. I'm here to speak about teacher preparation. I'm proud to say that the PSJA program that Gloria spoke to you about is a collaborative between our bilingual education teacher preparation program headed by Dr. Leo Gomez, who is in the audience, and the district of PSJA. And that is not the only district that is implementing dual-language programs. We have schools in Weslaco and we have schools in La Joya and other schools getting ready to implement next September. They have to make a long-term commitment because it requires an entire year of teacher preparation before they implement. So that is the key to success, and that is teacher preparation programs working with school districts.

Let me get into another personal issue or story as my colleague said. Very recently, last month, I had an opportunity to spend six days in Mexico, three days in Mexico City, three days in the state of Oaxaca. I was there as an educator. In Mexico

City, we visited schools where school children are expected to learn three languages. Then we moved on to the state of Oaxaca, and if you're familiar with Mexico, Oaxaca is one of the poorest states. The officials there were so proud to showcase their bilingual program in Oaxaca where they barely have enough for chalk and blackboard and textbooks.

So as a group of US citizens, we asked ourselves why is it that in Mexico children are being prepared to face a future of a multilingual global economy and why is it that in the United States we are still concerned with monolingualism. And as you heard some comments here, sometimes we're also very concerned with how fast students can transition into all English.

So, again, I want to share that personal experience because I think it's food for thought. I think that as public and government officials, we need to seize the opportunity and develop childrens' first language during the early years of schooling. This is an important human resource for our global society.

Let me get quickly into the question, in light of all this, what can institutions of higher education do? What can colleges of education do to make sure that we prepare teachers that are prepared to teach the children that very soon will be become a majority in this country?

You've heard the research. You've heard the recommendations. You've heard the definitions of dual language programs. So I'm going to skip that in my testimony. I'm going to go to what we are doing and what I feel and what we feel in the college of education can be a model for, certainly, the reauthorization of the Act, the Bilingual Education Act.

To meet the challenge of teacher shortages in this area and underprepared teachers, the last few years, five to be exact, we have restructured our entire teacher preparation program. In other words, we don't do things the way we used to when I went through a teacher preparation program.

Very briefly, what we do now is we have a program that is field-based. In other words, we work with school districts very closely. Our students are out in the public school as soon as they enter our college of education. By the time they graduate, our interns, as we now call them, have over 700 hours of direct contact with children. So you know we are putting out a better prepared product. Also, the scores on our Texas licensing exam for bilingual comprehensive, our cumulative pass rate is 92 percent.

So, Chairman, I'm here to say that we're doing something right. We want to improve and we want to do things better, but I think we have something to offer. Our teacher preparation program addresses the following: Multicultural and diversity understanding, field base experiences and extended internships, integration and effective use of technology, innovative teaching and best practices, heavy cooperative efforts with the public schools, as well as colleges of arts and sciences, those professors that teach the history, that teach the math, that teach the science, and modifications so that we can prepare teachers or students that work during the day or that are single parents, the non-traditional student, and, of course, the ongoing collaboration with the public schools.

We are trying to model. We are piloting what we are preaching to our students. If we know the dual-language programs are the best way to educate students whose primary language is not English, then we have to model that ourselves. In the audience there are four students currently participating in what's called "Project Alianza." That is an alliance of five universities, multistate universities, partly funded by the Kellogg Foundation. Our goal is to develop a model bilingual education dual-language teacher preparation program. Just like you heard Gloria describe what happened in her kindergarten classroom, in our college classrooms, we pair English dominant students with Spanish dominant students.

You might say, "Where did you get those at the college level?" Well, we have many teachers from Mexico that have immigrated, that have made the decision to become American citizens that are here, well documented, and so we recruited them into the program. They come to us with lots of experience, with fully certification as teachers. And so we are piloting that program. It has given us great success already, one semester, one summer, and I recommend that you speak to the students. They can tell you better than I can.

Final recommendations: two-way bilingual education programs not only produce bilingual students who are academically successful and superior, but they do it not at the expense of their primary language. The goal of two-way bilingual programs is equal proficiency in two languages or biliteracy. I would, therefore, challenge all us as leaders to depoliticize the bilingual education programs and focus on dual education as the goal for all students in the United States. We must, therefore, stop supporting ineffective bilingual education programs such as transitional bilingual education programs and give our students the tools of biliteracy that they will need to compete in the future.

In conclusion, I want to thank you for the opportunity to testify. Thank you for listening, it's been a long morning I know for you that are listening, and for giving us the consideration to the issues that we have raised here this morning. And let us all continue the improvement of bilingual education, but most importantly, the academic achievement of all students throughout Texas and the United States. And, again, since I'm speaking on behalf of teacher preparation, we must support teacher preparation programs that are ready and willing to prepare teachers who can implement effective bilingual teachers.

And one last comment that became very clear to us while we were visiting in Mexico. As Spanish speakers, or at least children of my generation, we went to school, 1st grade, speaking only Spanish. We were told not to speak Spanish and to develop English. We did that. Some of us did it better than others. But then we had to turn around in high school and learn Spanish as a foreign language. It just makes sense to us, Chairman Castle, that perhaps we need to stop spending the millions of dollars both eradicating Spanish in the primary level and then spending millions at high school teaching Spanish as a foreign language. It just doesn't make sense to us.

It seems that if you focus in the early years on the development of biliteracy, then we could spend those millions in other areas and not necessarily teaching, in our area, our case Spanish as a second language. So, thank you very much. Those are comments that are not in the written testimony, but as I've been listening, those are some things I want to share.

[The information follows:]

STATEMENT OF DR. HILDA MEDRANO, Ph.D., DEAN OF COLLEGE OF EDUCATION, UNIVERSITY OF TEXAS, PAN AMERICAN, EDINBURG, TX – SEE APPENDIX H

Chairman Castle. Comments not in written testimony are always the most fun. Let me thank you both very much for your great, thoughtful comments, in bringing a different perspective, frankly, on the subject that we have had from some of the earlier panelists, and, you know, as usual, we've got five or six minutes to ask questions. You only have five minutes to present, and you don't get it all in. I know, Ms. Gallegos, that we have some extensive reading to do as well.

But I'm interested in your five-year plan. I'm interested -- there's so much that it's hard to absorb, but how would you say it differs from other plans that you have read about our heard? And you said, at one point, that you borrowed from Title I and other programs in putting this together. I'd be interested in what you did borrow from those programs in terms of putting it together.

Your success rates appear, on the face – and I'm sure when we get time to go in depth -- to be quite substantial, and I would like to know how this differs, not how it all works, but what are the highlights of the things you've learned from it that perhaps we can learn from it. Did you understand that?

Ms. Gallegos. Absolutely. Yes, I do. First of all, is the pull-up programs. We no longer have pull-up programs like we had in the past. And, of course, that was something that we, in the research, we know that does not work.

Secondly, in terms of the accountability, looking at the assessment issue and looking at pre and a post assessment for all children, just like we did with Title I initially, before we had the TAAS. Now, we're using it as part of the assessment. So what we've implemented in our district, just like Dr. Ortiz stated earlier, not only are we looking at the English proficiency use and the oral proficiency tests, but we do pre and post every single year to measure the language acquisition in English. So that has become a must.

Then, what we've also done are a pre and a post of the academic performance of the students. We have worked with the teachers very, very hard in helping them look at the data. How do we segregate the data so that we look specifically in terms of what are the strengths and what are the weaknesses of the children and then we can develop some diagnostic prescriptive instruction from there.

But most importantly, we also have helped our teachers understand how do you look at those assessments to do some self-analysis for yourself as a whole. If you begin to see a pattern where children, year after year, having holes in a certain area that you are teaching, then you need to do some introspect and reflect on what it is that I'm doing as teacher to use it as an improvement tool.

The other thing that I borrowed from Title I is the Ed-Flex waiver process. We have created a waiver process within our district, like I stated earlier, to be able to create some flexibility, and for those campuses that are successful in the way they're implementing bilingual program, let's leave them alone, but let's find out what it is that they are doing because everybody was doing the wrong thing. Nobody really knew what anybody was doing.

And so by establishing the waiver process, the process that we use in that, it is if you look at the Ed-Flex waiver process, looks very much like it, except that I tweaked it just so it would fit our district needs. What it does require is that there's some thought before people abandon what they are doing and it must be based on research and it must be based on, also, student performance. The process that we have established that the particular campus has to get approval from their associate superintendent and it also has to go before the board so that board will approve the waiver process. And so then what we do is we monitor all the campuses and they monitor themselves also, but we monitor closer those campuses that have requested waivers.

Chairman Castle. In other words, if they're doing it correctly, then your reaction is to allow them to continue doing it, but you want to know what they're doing?

Ms. Gallegos. That is correct.

Chairman Castle. I would like to thank you for your comments about the Ed-Flex waiver program. I happen to be the sponsor of that in the Congress. And, actually, I think it's a good program as well. I don't know if the audience knows this either, but we had number of witnesses about that. As you probably know, Texas is one of the twelve states which did it on trial basis, and this year we had it authorized for all of the states, and that's what we really got done because it worked so well.

But one of the strong reasons for that was what has happened in Texas. Texas has done very well with that process. They used it very well with something like 4,000 waivers, a tremendous number of waivers. Maryland also had done very well. The work in Texas was really key in probably getting that passed, having all 15 governors, by the way, endorsing it, which is really unusual. The governors never agree on anything as far as I'm concerned.

Let me turn for a little bit of time to Dr. Medrano, and with respect to a couple of things you said, I was really interested, first of all, when you spoke, I think this whole business of teacher preparation is a subject with tremendous need for development in this country. I'm really worried that we are starting to stagger little bit in that particular area.

And some of the things you're talking about, to me, go beyond just the bilingual. For example, the whole field business -- having teachers -- I assume you just learned that to be a valuable experience regardless of whether they're teaching history and English, Japanese or any other language, I suppose, as well as the bilingual aspect of it?

Dr. Medrano. That's correct.

Chairman Castle. Or is it more special for the bilingual, for example?

Dr. Medrano. No. Our entire teacher preparation program early childhood, elementary, special ed, bilingual program, secondary, it's all field-based. That was a complete change that we did back, starting in '95.

Chairman Castle. And you feel that's very interesting. You feel that has been a tremendous boost to your teacher preparation?

Dr. Medrano. Yes. Not only does it place the students in the classrooms very early on and therefore, by the time they graduate, they are more confident, and they are more knowledgeable. The principals are telling us that they can tell right away our graduates during an interview because they are so excited about teaching, but most of all, so confident about what they know and they know children. And this, may I say, is not unique to UT, Pan American.

The state of Texas made funds available during early '90s so that those programs that were ready to restructure had the support that we did. We took the challenge as a result. Chairman Castle, again, I'm proud to say that our College of Education has been recognized as a model field-base program.

Chairman Castle. Are other schools around the country, to your knowledge, doing this, starting to do it more?

Dr. Medrano. I believe so, because of the number of inquiries that we've had and visitors and media that has focused on our program. Yes.

Chairman Castle. You made the statement that when your students are interviewed, you can see their level of interest and excitement in what they may be doing, which is teaching. Is that generally true? I would suppose you also -- and this is probably a good possibility, you find some students who just -- when go out to the classroom find maybe this isn't for me. You get them out earlier so you don't waste time with them.

Dr. Medrano. Exactly. Exactly. In the past, those few would find out the last semester after mom and dad or themselves have spent, you know, a fortune putting them through college. Now, they at least find that out very early, and they can make a change for a different program.

Chairman Castle. And just my final question, with respect to bilingual aspect of this, is it helpful for the students to be exposed to and involved with bilingual programs in terms of their knowledge of that and their ability to handle that?

Dr. Medrano. Naturally. And that's the key, I think, to our preparation. We work very closely with the school districts to make sure that the students in the bilingual program are placed with mentor teachers that are truly prepared as bilingual teachers themselves and that are implementing to the level like Gloria is.

And so, yes, it's -- in other words, they don't just hear it from us or, in our case, as I said, we are trying to model the same thing that's happening in_or the characteristics of dual-language programs, but they get to see it in action every day.

Chairman Castle. Thank you. Congressman Hinojosa.

Mr. Hinojosa. Thank you, Mr. Chairman. Dr. Medrano, the importance of referring to limited English proficient students as English language learners was an interesting statement that you made, and I hope that we can take that back to Washington and see how the rest of the committee feels about considering that recommendation.

You also mentioned restructuring your teacher preparation programs so that students are in the classrooms with direct contact of children. There's no doubt in my mind, after today's presenters, about the importance of teacher preparation and teacher certification, if we are to have an expansion of exemplary bilingual education programs. And I am very pleased to hear in more detail about what the University of Texas, Pan American is doing and the facts speak for themselves, that you are preparing probably more bilingual ed teachers than any other university.

I don't know what the difference is between El Paso and Edinburg, but I know that the statistics are very favorable for The University of Texas here at Pan American. Would you please tell us about the two-way bilingual education teacher preparation program, because that concept that Gloria presented was very interesting and I would like to know is that being done in other parts of the country?

Dr. Medrano. Well, as I said, we're piloting or we participate in a proposal that went to Kellogg Foundation. And in that proposal -- the goal of that proposal was to produce more bilingual education teachers, because we all know there's a shortage. There's a shortage area all over the nation. And so those of us that got chosen to participate, then had to develop our models. In other words, we had to decide on our own how it was we were going to prepare the teachers. And so with the leadership of Dr. Leo Gomez, we decided that, in other words, we were going to walk the talk.

If we're saying and we read the research and we ourselves are generating the research and it is very clear that dual language, that is, biliteracy that should be the goal, then that's how we should be running our own program.

And so our model calls for a teacher preparation bilingual education program that prepares the teachers or the future teachers through a dual language process. So these four students that are here can tell you. They just completed, yesterday as a matter of fact, three courses where the faculty delivered the instruction in two languages, and that was a technology course, a beginning reading course, in other words, how to teach reading, and how to develop comprehension in children.

So it requires us to, A., make sure that our faculty are prepared to do that, but also that we can do it right, and then when our students go out into the field, they can see that in action. So we've already decided, because of what we've seen in just two semesters, that that is how we are going to develop our complete reading, bilingual education teacher preparation program. This is -- if you can -- Project Alianza is a cohort within our bilingual education program. So we've already decided that we are going to bring all our bilingual education faculty, and we have six. That's a pretty big bilingual education program faculty. And make sure that dual language becomes the model, the teacher preparation model. So just like you heard Gloria say, she pairs her students, English dominant and Spanish speaker in bilingual pairs. We do that. A lot of interactive cooperative learning, we do that.

Mr. Hinojosa. Thank you. Ms. Gallegos, the programs that you have presented to us in a very short period of time, five minutes, is all in detail here. I'm looking forward to going through it, but I was pleased that you spoke about Ed-Flex, because that was certainly one of the big issues that we debated and we voted on and passed through the

House of Representatives using Texas as one of the states with exemplary programs that allow this.

So could you_would you tell us how much importance this plan is giving the involvement that you spoke of with the parents and the business community? I was interested in seeing how that is being utilized in Houston, because certainly Houston is very successful in commerce and the business community is asking for a trained workforce. Tell us how that component is in this program.

Ms. Gallegos. Okay. You have the actual plan that is tabbed where you get a gist of the action steps. What you don't have further down -- well, you don't have a copy of that because it's another lengthy instrument. We have taken each one of the objectives and the goals and we have flushed out the action steps in more specific details with assignments at the central office or at campus level personnel. Part of what we were able to do, then, is what we discovered was that we had not done a very good job of informing our external, as well as our internal, customer what bilingual education is and what it is not.

And so in an effort to educate our community further, we have created this little pamphlet. This, in a nutshell, is a consolidation of the big plan that you have before you. It's an effort to let our community know what we're dong. Now, in terms of being able to coordinate all the Title programs and being able, more specifically, with Ed-Flex waivers, the consolidating and integration of fund sources, because, of course, money is always an issue in anything you want to do. So I was able to reserve a certain percentage of Title I monies to be able to do staff development, since it was a district initiative. We had both a reading initiative as well as an bilingual ESL initiative over the last 2 years. And so I was able to consolidate funding to be able to provide for staff development.

Additionally, what we did was we were able to obtain external funding sources in the form of grants. We have the academics 2000 grant. We have the reading academy grant, and the reading academy grant was about a half a million dollars, and we used that specifically to implement the Spanish host as a supplement to the reading instruction that is going on in the bilingual ESL classes to provide the additional tools and resources for the teachers. And the comprehensive school reform, we received about $600,000. We're implementing across our school district a successful role model, the John Hopkins University, now the foundation.

Mr. Hinojosa. Excuse me. On those grants that you just mentioned, were they federal or state grants?

Ms. Gallegos. Those were state grants.

Mr. Hinojosa. State grants?

Ms. Gallegos. Yes, sir.

Mr. Hinojosa. So the state of Texas is really participating, then, in expanding these programs?

Ms. Gallegos. That is correct.

Mr. Hinojosa. You have been very informative and I thank you for coming all the way from Pasadena, Texas, to participate in this and helping us enrich this field hearing so that we can show in Washington that the entire state was in some way included, El Paso, Houston, Austin, the Rio Grande Valley, and the quality of presenters was just excellent, and we thank you, each and every one of you, for your participation.

Ms. Gallegos. Thank you for inviting me.

Chairman Castle. Let me just close by seconding, really, what Congressman Hinojosa had just said. I think it has been two very informative, three in some ways, informative panels. In terms of what you brought to us from a lot of different perspectives, recommendations which you have made in terms of what we need to look at. I come away with this thought that by good bilingual education practices or good education practices, there's not really a lot of difference either. You just have different problems. You just apply it, perhaps, differently. And, indeed, you are able, as some of you indicated, to beg, borrow -- I guess we don't say steal these days, but beg and borrow from other programs which have been successful in order to make this more successful.

There are a lot of people involved in education. We, as elected officials or particularly those on this committee, I think everyone on this committee is deeply devoted to education. You-all, as educators, ultimately, we all know if the parents are involved, it's the young people we really have to focus on and care about. Their progress has to be our measuring stick in terms of how we are doing. And we need to do as well as we possibly can for them.

To me, it should be a priority as high as anything else in this country. I think the greatness in this country depends upon, frankly, good education. What you have all brought to the table here today, I think, will help us a great deal with that. So we thank each and every one of you, again. I know some of you came from afar and have to go afar to return, and we appreciate that.

Let me conclude by thanking our host who met us at the airport, I might add, took us to a fine restaurant, has personally escorted us around, and I can't imagine a better host anyplace in the country. He has been a delight to be with during the last evening and day, and we appreciate that his abiding and continuing interest in education is equally as strong as anyone in Congress I know of.

And I think he understands as well as anybody that the economic future of this entire area depends tremendously on the output of education. So we thank you too, sir, for all you stand for and all that you have done. And with that, we stand formally adjourned. Thank you.

WRITTEN TESTIMONY OF DR. ISMAEL CANTU, SUPERINTENDENT OF SCHOOLS, SANTA MARIA INDEPENDENT SCHOOL DISTRICT, SANTA MARIA, TX – ON FILE WITH THE COMMITTEE ON EDUCATION AND THE WORKFORCE

[Whereupon, the Subcommittee was adjourned.]

APPENDIX A - OPENING STATEMENT OF CHAIRMAN MICHAEL CASTLE, SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC

OPENING REMARKS

THE HONORABLE MIKE CASTLE

HEARING ON

REAUTHORIZATION OF BILINGUAL EDUCATION
McALLEN, TEXAS

JULY 7, 1999

GOOD MORNING. MY NAME IS MIKE CASTLE AND I AM THE CHAIRMAN OF THE EARLY CHILDHOOD, YOUTH AND FAMILIES SUBCOMMITTEE IN WASHINGTON, D.C. I AM PLEASED TO WELCOME OUR GUESTS, WITNESSES AND MEMBERS TO TODAY'S HEARING ON BILINGUAL EDUCATION.

WHEN THE BILINGUAL EDUCATION ACT WAS ENACTED IN 1968, THE PROGRAM ESTABLISHED A FEDERAL POLICY TO HELP LOCAL SCHOOL DISTRICTS DEVELOP AND IMPLEMENT NEW STRATEGIES TO MEET THE EDUCATIONAL NEEDS OF CHILDREN WHO DID NOT SPEAK ENGLISH AS A FIRST LANGUAGE.

SINCE THAT TIME, THE PROGRAM HAS UNDERGONE A NUMBER OF CHANGES AND, ALL THE WHILE, THE NUMBER OF ENGLISH LANGUAGE LEARNERS HAS CONTINUED TO GROW -- ESPECIALLY IN STATES LIKE CALIFORNIA, TEXAS, NEW YORK, FLORIDA AND ILLINOIS.

AS WE LOOK TO MODIFY THE BILINGUAL EDUCATION ACT, WE NEED TO EXAMINE HOW THE FEDERAL GOVERNMENT CAN BETTER HELP LOCAL SCHOOLS AND SCHOOL DISTRICTS PROVIDE THE BEST POSSIBLE EDUCATION AND THE ENGLISH LANGUAGE SKILLS OUR CHILDREN NEED TO PARTICIPATE IN HIGHER EDUCATION AND OUR COMPETITIVE WORKPLACE.

OUR FIRST BILINGUAL HEARING, WHICH WAS HELD ON JUNE 24 IN WASHINGTON, D.C., PROVIDED IMPORTANT INSIGHTS INTO THE EDUCATION OF LIMITED ENGLISH PROFICIENT STUDENTS. AS THE POPULATION CONTINUES TO GROW, THIS INSIGHT IS IMPORTANT BECAUSE WE MUST INSURE THAT OUR FEDERAL PROGRAMS PROVIDE EACH

AND EVERY CHILD WITH THE OPPORTUNITY TO ACHIEVE TO THE EXTENT OF HIS OR HER POTENTIAL.

I BELIEVE THAT AN IMPORTANT PART OF ACHIEVING THIS GOAL IS INSURING LIMITED ENGLISH PROFICIENT CHILDREN LEARN THE ENGLISH LANGUAGE AS SOON AS POSSIBLE.

THE PRIMARY FOCUS OF THE BILINGUAL EDUCATION ACT SHOULD BE ON THE CHILDREN BUT I BELIEVE WE MUST ALSO PROVIDE SCHOOLS AND PARENTS THE FLEXIBILITY TO MAKE DECISIONS REGARDING THE PROGRAMS THAT WILL BE USED TO EDUCATE THESE CHILDREN. OUR EFFORTS MUST ACKNOWLEDGE THE FACT THAT CHILDREN LEARN DIFFERENTLY AND THEY ALL HAVE DIFFERENT NEEDS.

BY ALLOWING SCHOOLS AND PARENTS TO WORK TOGETHER TO MAKE DECISIONS ABOUT THE EDUCATION OF THEIR CHILDREN, WE PLACE CONTROL IN THE HANDS OF

THOSE INDIVIDUALS WHO KNOW THESE CHILDREN THE BEST.

CURRENTLY THE GRADUATION RATES OF LIMITED ENGLISH PROFICIENT CHILDREN ARE VERY DISCOURAGING. IN 1996, ONLY 55.2 PERCENT OF HISPANIC STUDENTS GRADUATED FROM HIGH SCHOOL. WE CAN DO BETTER.

IT IS MY HOPE THAT WE CAN WORK TOGETHER TO SUPPORT CHANGES IN THE BILINGUAL EDUCATION ACT TO INSURE THAT ALL PARTICIPANTS REACH THE SAME HIGH ACADEMIC STANDARDS AS THEIR ENGLISH PROFICIENT PEERS.

AGAIN, THANK YOU FOR JOINING US TODAY. I WILL NOW YIELD TO CONGRESSMAN HINOJOSA FOR ANY OPENING STATEMENT HE MAY WISH TO MAKE.

APPENDIX B - STATEMENT OF DR. ELLEN M. GONZALEZ, Ph.D., ASSOCIATE EXECUTIVE DIRECTOR, REGION ONE EDUCATION SERVICE CENTER, EDINBURG, TX

Statement of
Ellen M. Gonzalez, Ph.D.
Associate Executive Director
Region One Education Service Center
1900 West Schunior
Edinburg, Texas 78539

On the
Bilingual Education Act

Submitted to the
Subcommittee on Early Childhood, Youth and Families
U.S. House of Representatives

July 7, 1999
McAllen, Texas

Introduction

The future is bright for young people enrolled in public schools today in the United States. Decades of research, serious dialogue, and coordinated support from local, state, and national sources have resulted in the intentional focus on meeting the needs of all learners sitting in our school classrooms. Teachers, administrators, and staff working collaboratively with parents, communities, and universities are better equipped today than ever before to provide quality educational programming for children. Great strides have been made in teacher preparation and development, curriculum and instruction enhancements, strengthening of parental involvement, and expansion of effective assessment and accountability processes. I include limited-English proficient students (second-language learners) in this optimistic picture. Indeed, data reveal that this special population of students continues to make significant gains in student achievement (TABE, 1999).

Those of us who have dedicated our lives to the profession of education recognize that our work is not, nor will ever be complete. The challenge continues, to assure that we do right by every child. For even though we have seen improvements over the years, the current status of education for poor, Hispanic, limited-English proficient students is still NOT ACCEPTABLE. Failure and dropout rates must be eliminated. The hope, however, for the bright future lies in our re-commitment as educators to influence decisions that are crucial to language-minority students, and to participate more effectively in the policy debate, not by distorting the research evidence or by denouncing opponents of Bilingual Education as racists, but by genuinely explaining bilingual pedagogies in a credible way, and in a way that the public can understand and endorse (Crawford, 1997).

The Bilingual Education Act must be re-authorized to assist educators across the country in our overall goal of excellence and equity for all students. Through the BEA, support can continue for the preservice and inservice education of bilingual teachers, the establishment of two-way bilingual programs, the professional development of para professionals, the establishment of parental involvement programs which are culturally-sensitive and accommodating of LEP parents (Cummins, 1986), and the institutionalization of accountability methods such as appropriate student assessment, monitoring of instruction, formative and summative evaluation. In this way, the intent of the Bilingual Education Act, "to educate limited English proficient children and youth to meet the same rigorous standards for academic performance expected of all children and youth, including developing English and to the extent possible, their native language skills" can become a reality.

Bilingual Education in Practice

The Region One Education Service Center is an intermediary agency, providing professional development, technical assistance, and support services to 38 school districts in a 7 county area, along the Texas-Mexico border. Schools in the Region One area enroll a population of approximately 280,000 students. Of these, 95% are Hispanic and 128,192 have been identified as limited English proficient. Eighty one percent are from low socioeconomic backgrounds, 10% are recent immigrants from Mexico, and 20% are migrants. These learners bring unique challenges to the learning situation. However, students have proven that given the opportunity to excel academically, they will. The 1998 Accountability Report released by the Texas Education Agency revealed that 17 Region One districts received a "Recognized" rating (80% of the students tested passed all sections of the Texas Assessment of Academic Skills) and 2 districts received an "Exemplary" rating (90% of students passed TAAS). At the campus level, that translates to 129 "recognized" campuses and 55 "exemplary" campuses. Bilingual Education is an integral part of the education of children in these elementary schools. At most campuses, it is the core curriculum program. Let's be clear about Bilingual Education:

- Bilingual Education refers to situations in which students are able to study subject matter in their first language (L1) while their weaker language skills catch up. (Krashen, 1994). The theory behind it is that it allows non-English proficient children to keep up in subject matter while acquiring English as a second language.
- Bilingual Education is intended to permit students who speak little or no English to learn reading, writing, arithmetic and other basic subjects in their primary language while they are acquiring proficiency in English. (Trombley, 1980).
- The goals of both transitional and maintenance bilingual programs always include acquisition of the second language and subject matter education. (Krashen, 1994).

- An important and central goal of bilingual education is to promote English language development, and well-organized programs do this effectively. (Krashen, 1996).

Two persistent beliefs about bilingual education are these:

- Students in bilingual programs don't learn English, and
- Students in bilingual programs never do well enough in academic subjects to join the mainstream.

These beliefs are not well founded; in fact, when children participate in properly designed bilingual programs

- They acquire English very well, and
- They reach satisfactory levels of competence in academic areas in a reasonable time.

Successful Bilingual Programs

Several elementary campuses in the Region One area can be singled out as examples of Bilingual Education success stories and as stimulating learning environments for young people. These programs have contributed to the high student achievement gains among Hispanic and economically disadvantaged youth in Texas, and to the recognition of the Region One area as a place where "schools incorporate new and successful programs and practices, and achieve schoolwide success in increasing student performance beyond state averages". These high performing schools are successful for Hispanic students who are predominantly low socioeconomic, bilingual, and limited English proficient. Many are migrant students who are away from their schools for extended periods of time during the school year.

The educators in these schools are making a difference with migrant, bilingual, limited-English proficient children, and children of the poor. In their schools, teachers engage students in a learning process that maximizes excellence and equity in every classroom. But, these learning communities extend throughout and beyond the traditional schoolhouse. Family members are valued and respected full partners in the learning process. School principals care about children and seek to surround themselves with adults who care about children. An ethic of caring and learning prevails; power is shared; problems are solved collaboratively; and linguistically diverse students are celebrated. These learning communities do exist, and they defy the odds.

Best practices associated with learning in these very special learning communities in the Region One area are documented in a research study completed in 1995 by the University of Texas at Austin in collaboration with Region One Education Service Center and supported by the Texas Education Agency. The research findings of the Effective Boarder Schools Research and Development Initiative offer proof of a far brighter and potentially far more optimistic picture for Hispanic students than the tragic circumstances portrayed in the latest statistics on Hispanic youth. (Reyes, et al, 1999).

Factors Impacting Success

The campuses which have outstanding records of success with Bilingual Education Programs are clear about what they want to accomplish, and are intentional and focused in their efforts toward that end. In the Region One area, there are examples of successful schools which follow the traditional transitional program, which calls for students to eventually transition to an all-English program of instruction, the maintenance program which provides for continued instruction in both the first and second language, and the new emerging two-way bilingual programs, which provide integrated instruction in both languages for students who are dominant in either of the two languages of instruction (English or Spanish).

Several characteristics can be identified as common to all of the successful programs:

1. Campus leadership (administrator) is knowledgeable, committed to the belief that all children can and will succeed.
2. There is a clearly articulated structured design for implementation of the instructional program. This includes a program plan which details the philosophy, student outcomes, implementation, eligibility, curriculum, instruction, staffing, testing, and staff development components, as well as instructional design elements by subject area and transition criteria.
3. The instructional program is continuously monitored; individual student progress is reviewed regularly by teacher and administrator teams to insure student progress toward desired outcomes; assessment strategies are aligned to instructional strategies.

4. Bilingual teachers are professionally certified, highly skilled, strong advocates of the program, engaged in continuous professional growth, and absolutely dedicated to the success of their children.
5. Parents are genuinely viewed as partners in the educational process. They are enabled, through the efforts of school staff, to participate in the formal setting (the school), and their involvement in the informal setting (the home) is valued by the school staff as being key to the success of the children.
6. Above all, students come first. Decisions are based on what is best for the students.

One example of a successful transitional Bilingual Education Program is the La Joya Independent School District. Two campuses, in particular, have excelled. E. B. Reyna Elementary is a national Blue Ribbon School, a Texas Elementary Mentor School, and received an exemplary rating from the Texas Education Agency in 1998. Jose de Escandon Elementary has also advanced to the exemplary rating in the Texas Accountability System. The programs at both campuses follow the district's instructional plan for LEP students, which delineates the instructional path the student should follow, including the appropriate instructional materials, and the criteria for transitioning successfully from Spanish to English.

A major strength of the instructional program is a very strong development of literacy skills in Spanish while developing English, so that the children are able to transition with power to English literacy. In addition to the strong instructional and assessment program, the leadership of the campus principal, and the continuous professional development program for teachers, the director of the program attributes its success to the thorough understanding and overall attitude of acceptance and advocacy of the teaching staff. Indicative of the program's success is the fact that this spring, of the district's 176 third graders receiving academic recognition (mastering all objectives) on the TAAS test, 55% of them were LEP students taking the test in English for the first time.

With the assistance of Title VII support, several districts have developed two-way, also known as language enrichment, bilingual programs. These programs involve children dominant in the Spanish language, and children dominant in the English language. Carefully structured and guided, the instruction for the students unfolds, with the ultimate goal being that all children become proficient in both languages. Recently, Thomas and Collier (1997) conducted a longitudinal study of a variety of instructional methods for language minority children, and found that the strongest program for language minority students is two-way, a special form of developmental bilingual education in which language minority children receive L1 instruction together with language majority children who receive immersion in the minority language.

The success of these programs is generally attributed to the first language support they receive in school, but it does entail far more than the linguistic experiences in the classroom. In two-way bilingual programs, a deep respect for the minority language and its speakers is fostered, which leads to increased self-esteem and ethnic pride among language minority students and improved intercultural relations between the two groups of students. Thus, language minority students receive not only linguistic support, but also cultural, psychological, and social support in their academic development. Simultaneously, language majority students are immersed in a foreign language which they gradually and easily acquire, as the value of their first language and ethnic identity is never questioned.

Such is the case in the bilingual programs at Horton Elementary in the Weslaco Independent School District, Pharr Elementary in the Pharr-San Juan-Alamo Independent School District, and Kelly Elementary in the Hidalgo Independent School District. All of these campuses, whose student demographics are typical of the Region One student demographics described earlier, have achieved recognized or exemplary status ratings in the Texas Accountability System. In addition to the characteristics listed as common to the successful programs, program administrators point to the following factors as significant in the campus achievements:

1. Consistency, monitoring, and follow up of prescribed instructional practices.
2. Compelling vision and strong leadership of the campus principal.
3. Participation as a campus and district in the collaborative, Center for Professional Development of Teachers, a partnership between the University of Texas Pan American, several school districts, and Region One ESC.
4. Parental involvement programs which include training sessions for parents, students, and teachers.

These factors have influenced the level of success attained by the children in the program. They have served to reinforce the concept of bilingualism and biliteracy for all children. Additionally, staff members and parents express enthusiasm and strong support for the program since the children are highly motivated to do well.

Critical to the success of bilingual education in these schools is their acceptance of the view of *additive bilingualism*. This concept of supporting LEP children's native language while they learn English has proven superior to *subtractive* approaches not only in cognitive-academic benefits, but in sociocultural advantages as well (Ramirez et al. 1991). Such pedagogies do not treat children as culturally deprived or linguistically deficient. Rather, they recognize and build upon the skills, knowledge, and resources that students bring from their homes and communities. Thus additive approaches, if well designed and executed, can have a strong impact on student attitudes toward school and toward themselves. The children don't feel inferior due to their minority status. Instead, they are encouraged to take pride in their heritage and are expected to succeed academically. The resulting improved self-esteem of students is correlated with improved student achievement.

Successful schools counteract the danger of low self-esteem through their bilingual programs. They incorporate the minority language into the curriculum, encourage parent and community participation, value culturally responsive pedagogy, and implement advocacy-oriented assessment practices which take into consideration the entire learning environment, the effectiveness of instruction, and the availability of resources and strategies needed to remedy students' learning difficulties (Scribner, A.P., 1999). Developmental and two-way bilingual approaches are consistent with this orientation;

nevertheless, the interventions must be intentional and focused in order to yield positive results.

Opponents of bilingual education claim that bilingual programs prevent the acquisition of English and keep children out of the mainstream. Data show, however, that these claims are incorrect. Children who participate in properly designed bilingual education programs acquire English rapidly, and typically achieve at grade level norms for English and math after three to five years. Bilingual Education, in fact, may be the best English program we have (Krashen, 1994).

Summary of Positive Findings

The Effective Border Schools Research and Development Initiative conducted by researchers of the University of Texas at Austin, Southwest Texas State University, and the University of Texas-Pan American pinpoints outstanding characteristics of high performing Hispanic schools in the Region One ESC area along the Texas-Mexico border. Their findings offer evidence that the effective schools they studied are learning communities organized around four major dimensions: (Reyes et al, 1999)

1. Collaborative Governance and Leadership: These schools emphasize accountability based on the belief that all children can learn and that the responsibility of administrators and teachers is to see that it happens. High-performing Hispanic schools exhibit a clear, compelling mission that is shared by all members of the learning community. Empowerment of all stakeholders

prevails. A climate of innovation and collaboration exists. These schools manifest a culture of caring and responsibility for student academic performance. As one principal put it, "We have proved that living in an economically disadvantaged (area), that we can run with the best and our kids are just as smart; they just have not had the experiences that perhaps your kids and my kids have had." The bottom line is that each school engages students with enriched instructional materials previously limited to only a few, labeled gifted.

2. Community and Family Involvement: Five broad categories of best practices were derived from the qualitative data gathered in this study. The high-performing Hispanic schools:

   Build on cultural values of Hispanic parents;
   Stress personal contact with parents;
   Foster communication with parents;
   Create a warm environment for parents; and
   Facilitate structural accommodations for parent involvement.

One of the most effective ways to communicate information, nurture a caring environment, and gain parents' trust and support incorporates personalized communication and direct contact with individual parents. Calling parents, visiting them, or speaking to them individually in a nonpatronizing, noncondescending way are representative of practices used by principals, teachers, and other school staff. Creating opportunities for positive interaction on a regular basis, calling parents by phone, and making home visits were primary strategies used by school staff to make personal contact with parents in high-performing Hispanic schools. Moreover, in these schools warmth, caring, a sense of belonging, respect, and positive reinforcement supersede notions about efficiency. Staff members provide a welcoming school environment, show empathy and understanding toward parents, students, and staff, and engage students and parents in meaningful activities at school.

3. Culturally-Responsive Pedagogy: Educators who embrace a culturally responsive pedagogy accept students as they are. The classroom teachers in the high-performing Hispanic schools do not believe in the bell curve; rather, they are strongly committed to the idea that all children can succeed at high levels. Everything in the classrooms and schools is driven by the needs of children. The culture and first language of the child (bilingual education) are highly valued. Collaboration, ample use of teaming, openness to new ideas, and high consensus on goals were among the factors characteristic of high-performing Hispanic schools. High expectations for LEP students were set by teachers who organized and wrote their own curricula. Among the best practices identified were cooperative learning strategies, peer and cross-age tutoring, and language support instruction. To make reading material, regardless of subject area, more comprehensible to students, teachers used the students' native language without hesitation. They worked collaboratively to help students meet expectations, often coordinating thematic units that incorporated various content areas.

4. Advocacy-Oriented Assessment: Alternative assessment procedures were used to reflect literacy learning across content areas. Teachers used standardized test scores only to provide information after a period of instruction during which interventions and modifications were provided. Teachers used portfolio assessment, curriculum-based assessment, whole language instruction, informal reading inventories, and informal procedures for assessing competencies and weakness in spelling and writing. Each student was expected to achieve at the highest level possible, and no student failed in the effective border school.

Recommendations

The Bilingual Education Act must be reauthorized in order to enable educators in all parts of the United States to rise to the challenge of meeting the diverse needs of language minority students. There is no doubt of the need to continue to fund efforts for:

- Quality certification programs for bilingual teachers
- Comprehensive professional development programs for teachers, administrators and staff who serve language minority students
- Establishment of two-way bilingual programs that benefit both majority and minority language speakers, and value intercultural relationships and cultural pluralism
- Development of systemic improvement; systemwide programs which call for integration of all services to meet the needs of students

- Promotion of parental involvement programs through the utilization of strategies characterized as culturally responsive and sensitive, accommodating and enabling, and well planned and intentional.

Through continued support from Title VII, it is hoped that the success stories experienced in the Region One area schools can be multiplied, and that language minority students will have access to excellence and equity in education, regardless of where their schooling experience takes place. The Bilingual Education Act must continue to propel educators to embrace a belief system which professes the dignity and worth of every individual child and family member, values diversity, and respects the contributions that the home environment and family experience can make to a child's affective and cognitive development.

Conclusion

Mexican American students, 90% of all Hispanic students, are increasing in numbers at a rate nearly 10 times greater than the overall population (U.S. Census Bureau, 1992). These students are by far our most vulnerable. They are more likely to drop out of school than are other students. They disengage at an early age, resulting in an alarming statistic that has remained constant for the past 20 years. Only 5% to 6% of these students are graduating from our institutions of higher education, a condition that places profound limitations on their ultimate influence on social and educational policy in our society. This current condition need not exist. Educators and policy makers must join together to make informed decisions based on sound data, research findings, and legitimate pedagogy. The stakes are too high; the Bilingual Education Act can be instrumental in influencing the kind of educational programs which will allow language minority students to flourish, excel academically, and contribute in a meaningful way to society.

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Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"

Required by House Rule XI, Clause 2(g)

Your Name: Ellen M. Gonzalez		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the Committee).	Yes X	No
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1997:		
3. Will you be representing an entity other than a Government entity?	Yes	No X
4. Other than yourself, please list what entity or entities you will be representing: Region One Education Service Center		
5. Please list any offices or elected positions held or briefly describe your representational capacity with each of the entities you listed in response to question 4: I am the Associate Executive Director of Instructional Support		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1997, including the source and amount of each grant or contract: See attached		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing?	Yes	No X

Signature: Ellen M Gonzalez Date: 7-11-00

Please attach this sheet to your written testimony.

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PROGRAM	'98	'99
CHILD NUTRITION	84,144	111,475
TIE TECHNICAL ASSISTANCE	23,400	
JAVITS G/T	180,322	149,518
ESEA TITLE I MIGRANT	1,000,048	970,024
IDRA MIGRANT ACADMC.RENWL	25,000	
MIGRANT EDUCATION HOTLINE	13,117	37,544
SCHOOL TO WORK		40,000
ESEA VI-TX.READING INITIATIVE	88,384	88,384
VOCATIONAL TECHNCL. ASSIST	41,752	40,920
BILINGUAL ED. COMPREHENSIVE SCH.		324,231
BILINGUAL WESLACO/UT PAN AM		279,346
ESEA BIL.ED. TECHNCL. ASSIST.	50,000	50,000
BILINGUAL ESL HANDBOOK		22,050
BILINGUAL COMPREH. SCH. PROJ	348,220	
IDEA-B DISCRETIONARY	1,890,870	1,928,592
EARLY CHILDHOOD INTERVNTN.	1,196,331	695,629
CONSOLIDATED ADMIN. FUNDS	63,881	57,813
SOUTH TEXAS WORKFORCE-LAREDO		273,931
ADULT ED. - FEDERAL	531,179	561,425
ADULT ED. - TEACHER TRAINING	40,000	46,500
AFDC - FEDERAL	521,544	671,201
SEX BIAS & STEREOTYPING	73,127	68,899
ACADEMICS 2000/WEBB,HOGG,STAR	125,876	83,918
ACADEMICS 2000/6 DISTRICTS	105,000	56,289
ACADEMICS 2000/3 DISTRICTS	101,092	55,016
ACADEMICS 2000/RIO GRANDE		249,331
ACADEMICS 2000 SAS	51,848	
ESEA TITLE I SCHOOL SUPPORT	257,747	264,672
MATH/SCIENCE CO-OP	176,665	192,065
DRUG FREE SCHLS./COMM.	55,000	51,624
ESEA IV DRUG ED. CO-OP	151,017	169,215
IDEA-B PRESCHOOL	189,536	222,744
TEXAS LEARN & SERVE		45,000
TEXAS LEARN & SERVE		42,500
TOTAL	7,385,100	7,849,856

PERSONAL INFORMATION: Please provide the committee with a copy of your resume (or a curriculum vitae) or just answer the following questions:

a. Please list any employment, occupation, or work related experiences, and education or training which relate to your qualifications to testify on or knowledge of the subject matter of the hearing:

See attached

b. Please provide any other information you wish to convey to the Committee which might aid the members of the Committee to understand better the context of your testimony:

Please attach to your written testimony.

BEST COPY AVAILABLE

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EDUCATION

1970	Southwest Texas State University-San Marcos, Texas Degree: Bachelor of Science/Elementary Education
1976	University of Texas-Austin, Texas Degree: Master of Education/Curriculum and Instruction
1986 - 1992	Pan American University-Edinburg, Texas Certificate: Supervision, Mid-Management
1992 - 1996	University of Texas-Austin, Texas Degree: Doctor of Philosophy Emphasis: Educational Administration/Public School Leadership Dissertation: A Case Study of Parental Involvement in a Middle School in the Rio Grande Valley of South Texas

POFESSIONAL EXPERIENCE

1997 - Present	Associate Executive Director-Region One Education Service Center
1992 - 1997	Field Service Agent, Administrator of Instructional Support Services Region One Education Service Center-Edinburg, Texas
1989 - 1992	Director of Specially-Funded Programs La Joya Independent School District-La Joya, Texas
1987 - 1989	Coordinator of Chapter 1 and Gifted/Talented Programs La Joya Independent School District-La Joya, Texas
1983 - 1987	Education Specialist, General Education Program Region One Education Service Center-Edinburg, Texas
1981 - 1982	Title VII Supervisor Hidalgo Independent School District-Hidalgo, Texas
1979 - 1980	Instructor/Supervisor of Student Teachers Pan American University-Edinburg, Texas
1976 - 1979	Consultant, Bilingual Education Program Region One Education Service Center-Edinburg, Texas
1974 - 1976	Teacher Corps Team Leader University of Texas/Austin Independent School District, Austin, Texas
1971 - 1974	Elementary Bilingual Teacher Allison Elementary School-Austin, Texas
1970 - 1971	Elementary Teacher Lozano Elementary School-Corpus Christi, Texas

APPENDIX C - STATEMENT OF DR. JOSEFINA VILLAMIL TINAJERO, ASSISTANT DEAN AND PROFESSOR OF BILINGUAL EDUCATION, UNIVERSITY OF TEXAS, EL PASO, EL PASO, TX

STATEMENT OF

Dr. JOSEFINA VILLAMIL TINAJERO

PRESIDENT
1998-1999 EXECUTIVE BOARD
NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

&

Assistant Dean &
Professor of Bilingual Education
College of Education
University of Texas at El Paso

CONCERNING THE

The Reauthorization of the Bilingual Education Act

SUBMITTED TO THE

UNITED STATE HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND THE WORKFORCE

JULY 7, 1999
McAllen, Texas

Good morning Mr. Chairman and members of the Subcommittee

I'm Josefina Villamil Tinajero, President of the Executive Board of the National Association for Bilingual Education and Assistant Dean of the College of Education at the University of Texas at El Paso. I stand before you as a former LEP child, a former bilingual teacher, and currently, professor of bilingual education & Assistant Dean at UT El Paso and President of the National Association for Bilingual Education--NABE.

On behalf of NABE, I thank you for inviting me and providing the opportunity to testify before the Subcommittee on Early Childhood, Youth and Families and present an overview of effective instructional practices for linguistically and culturally diverse students. Specifically, I will focus on three areas: learning academic content, use of native language as a tool for communication and learning, and adequate time to learn and succeed academically.

If there is one overriding principle that defines what NABE hopes to accomplish during this reauthorization, it is that school-based learning becomes a reality for every student, regardless of his or her mother tongue. Federal support and leadership are needed to ensure that LEP children--perhaps more aptly described as English Language Learners--perform to the same high academic standards expected of all children. This can best be accomplish by schools providing a learning context within which LEP students can academically meet high standards while developing competence in understanding, speaking, reading and writing English at the same level as native English speakers.

EFFECTIVE INSTRUCTIONAL PRACTICES

What have we learned about effective instructional practices for linguistically and culturally diverse students? The Center for Research on

Education, Diversity and Excellence (CREDE) issued findings recently on the effective programs for LEP students. How should we educate LEP students for academic success and to be productive and integrated members of American society? State, federal, and local policies should be congruent with research-based findings, in order to stimulate, and when necessary regulate programs to be most effective. Summarized below are the findings from research conducted by CREDE and other bilingual/ESL researchers on the effect of bilingual education, the goals of which are to teach competence in English language, English literacy, and academic skills. This research shows that:

- All students benefit from strong cognitive and academic instruction conducted in their first language.
- LEP students also benefit from on-grade-level academic instruction in their first language. These benefits begin in the first years of schooling, and if such instruction is sustained, the benefits are cumulative. LEPs whose schooling develops them academically and cognitively, using their first language, are more successful in English-based instruction by the end of their school years than those LEP students who are not provided such first-language instruction.
- These effects presume that they also receive on-grade-level academic instruction through English for part of the school day, and throughout the school year.
- Four to seven years of such combined high quality instruction appears to ensure that, by the end of high school, typical LEP students will perform as well as typically native-speakers of English. The more years in which first-language-based plus English-language-based instruction is present, the greater is the eventual English-based achievement.
- The design of programs for LEP students should be responsive to the needs and strengths of local communities, students populations, and available

resources. Conventional program labels (such as first-language immersion; transitional; sheltered and content instruction in English; or English as a Second Language) are not useful in predicting school success. However, all effective programs share crucial features: 1) understanding students' language knowledge and needs, 2) planning and delivering instruction that meets those needs, and 3) assessing whether students comprehend the instruction.

- For good student achievement, effective teaching methods must be employed by well-prepared teachers. Effective teaching methods have been identified by research, but are not in widespread use--neither in English-mainstream nor in bilingual/ESL classrooms. Effective approaches include students and teachers working together in discovery processes and supportive interaction across the curriculum, developing language through dialogue, and making school meaningful by connecting instruction to students' strengths and everyday experiences in their homes and communities.
- There is a shortage of teachers who can work successfully with LEP students whether they be in mainstream or bilingual/ESL classrooms. Research is underway to document effective methods for recruitment, training and support of such a workforce (NABE News, May 1, 1998, p. 5).

[Further information can be obtained from CREDE, The Center for Research in Education, Diversity and Excellence, a national research-and-development center funded by the US Department of Education. CREDE's research goal is to identify and examine the most-effective forms of education for students at-risk of educational failure due to linguistic and cultural diversity, poverty, or geographical isolation. CREDE's central offices are located at the University of California, Santa Cruz, Roland G. Tharp, Director.]

A U.S. Department of Education study (Hopstock & Fleischman, 1993) reviewed the results of several research efforts on best practices for educating language minority students and found similar results.

Learning Academic Content

Too often, we have failed to view limited English proficient students and language-minority children in our classroom as an asset, equating their inability to fully understand English with a lack of intelligence. It appears that for LEP students, learning to speak English as quickly as possible is defined as academic success while native English speaking students are expected to achieve to high standards in subject matter areas. Overcoming this double standard is the single most important obstacle to providing meaningful educational opportunities for LEP students.

Mr. Chairman, LEP students must learn English but, concomitantly, they must develop their literacy, math, science, history, geography, civics, art and music skills. English language development must not curtail a student's opportunity to concurrently develop successfully his or her academic skills nor should it deny the student the joy of school-based learning or of meaningful interactions with teachers and peers within the school setting. The responsibility of schools consists of far more than merely teaching children the English language. To suggest that English is more important than academic learning creates a double standard for LEP children, and to the extent that our schools focus solely on the teaching of English to LEP students, they fail them and our nation, both in upholding the democratic spirit and in economic terms.

Thus, I urge this committee to maintain and strengthen The Bilingual Education Act's policy that schools must enable LEP students to achieve to high academic standards while also developing their ability to understand, speak, read and write English at the same level as native English speakers.

Use of Native Language as a Learning Tool

A well-designed instructional program uses a student's native language (to varying degrees) and is very effective in providing the context and conditions within which the student will learn English concurrently with academic subjects. Using the child's native language as a tool for learning is grounded in two principles:

1) All children are capable of engaging in complex thinking tasks. Most cognitive science researchers hold that the potential to achieve high levels of cognitive functioning is a property of the human species and, with respect to Western society's relatively modern school-based culture, is accessible to all children provided they receive high quality instruction and follow a challenging curriculum.

2) Developing and maintaining the native language in no way interferes with English language acquisition. On the contrary, research over the last decade in bilingual classrooms with established models of instructional excellence indicates that utilization of and facility in the primary language enhances the acquisition of a second language.

The latest research on the subject finds support for using the native language in the schooling of LEP students. A 1998 National Research Council report, *Preventing Reading Difficulties in Young Children,* concluded that limited English proficient students should be taught to read first in their native language in order to develop strong literacy skills.

LEP children come to our schools with a wealth of knowledge and skills, both communicative and social. It is the responsibility of the teacher--and the school and administration which supports the teachers-- to find and competently apply the tools to build on that foundational wealth of knowledge and skills.

Thus, I urge you to oppose efforts that would prohibit or restrict the use of the child's native language as a tool for learning.

Adequate Time To Learn and Succeed

An issue that has come to the forefront recently is the question of adequate time to learn and succeed. Policy makers, school board members, administrators, and parents have considered establishing time limits on enrollment in bilingual education programs. They are asking similar questions: How fast can LEP children learn English? How quickly can they be mainstreamed? How soon can we drop the L1? I propose to you that this "speed trap" approach is truly absurd!

Perhaps people ought to be more reflective about what they want children to know and be able to do and then demonstrate the political will and courage to go about designing and implementing programs that will help them accomplish those goals. Bilingual education programs are virtually the only programs where success is measured by their brevity; by how quickly children reach the exit. I propose to you that before we concern ourselves with time--the time that children should remain in bilingual programs--we must first think about goals and outcomes. Educators, policy makers and parents, all of us, have to decide upon the end point, and the questions that will guide us to that goal should be:

First and foremost, what do we want all of our children to achieve? I propose that it is not merely the acquisition of English. Nor is it solely English and mastery of academic content. It is English acquisition, mastery of academic content, AND mastery of a second or third language.

Second, what programs will provide an education characterized by excellence for our children?

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Third, what programs will help us transform our classrooms into learning environments, and our teachers into learning mentors, to prepare all of our children for the challenges and opportunities in the new millennium?

Fourth, what programs will help us deliver an excellent and comprehensive educational program to all of our children.

It is clear that the "what" must drive policy and curricular decisions, and not the other way around!

Research demonstrates that for the average LEP students, three years is not enough to acquire high levels of proficiency and mastery of academic content. It is not enough time to help students reap the academic benefits of bilingualism or the social and cognitive benefits of high levels of proficiency in two languages. Nearly forty years of investigations (for reviews, see Cummins, 1976; McLaughlin, 1978; Diaz, 1983; Genesee, 1987; Hakuta and Diaz, 1985) have provided evidence that bilingualism is associated with high levels of cognitive attainment and as such does not interfere with either language proficiency or cognitive development.

All credible research over the past 30 years has shown it takes generally between four and seven years for an individual to become academically proficient in a second language. I want to focus on the academic versus conversational skills in a second language. There is a great difference between the conversational phrases children learn and the more abstract, more specialized academic English needed to succeed in school, college, and the high skills job market. Conversational skills in a second language permit the student to order food, ask for directions or locate a train station--even to carry on interpersonal conversations with peers or the teacher on the playground or the classroom. But conversational language does not enable full comprehension by the LEP student in the regular instructional setting, nor does it enable him or her to participate fully in the learning context. Simply stated, conversational language may be necessary but it is certainly not sufficient to enable the students to engage successfully in a sustained and developmental manner in the educational process. Academic skills in a second language would equip students with the ability to write a high school paper, for example, on the symbolism of the white whale in Herman Melville's *Moby Dick*, at the same level as a native English speaker.

Furthermore, LEP students come to our schools with diverse needs, and at different levels with respect to English oral language proficiency, literacy skills, and academic preparation. A federally imposed and arbitrary enrollment time limit would intrude on individual school districts' ability to tailor educational programs to serve the needs of their respective LEP student populations. It would be the ultimate one-size-fits-all federal intrusion on local control.

Thus, in accordance with our best research evidence which strongly suggests a K-6 developmental bilingual education experience for LEP students, and based upon related research that demonstrates benefits to LEP students at the middle and high school levels who participate in enrichment bilingual education programs, such as two-way dual language programs, NABE urges the Committee to oppose any type of arbitrary time limit which curtails students from engaging equally in subject matter learning and associated academic, social, and civic experiences through their native language as they are learning English. Enrollment time limits for students in bilingual education under the above conditions is a scientifically spurious, individually harmful, and socially damaging alternative which must be rejected.

NABE urges the Congress not fall into fast the "speed-trap" of asking the wrong question of bilingual education programs. It's not how fast, but how high and how far. It's not how fast children learn English, but how high they achieve academically and how far they progress through the educational system while successfully achieving. The general profile of English Language Learning students will be significantly different from the current and historical one: Students will be academically competent and bilingual; they will be strong, productive, and confident individuals who will be in a position to contribute significantly to the democratic, social, and economic institutions which comprise our nation.

Recommendations for Improving the Bilingual Education Act

I wish to conclude my statement today by offering two recommendations for improving and strengthening the Bilingual Education Act. First, NABE urges the Committee to increase the overall support of federal bilingual education programs that promote dual language development for all children, regardless of their native language. The United States Senate is considering a resolution introduced by Senators Domenici, Hatch, McCain and Kennedy--Senate Resolution 106--which supports policies and programs helping all students learn a second language. A tremendous opportunity exists for our nation in developing the resource that is the wealth of LEP children's native languages--a wealth that is often referred to as a deficiency! LEP students achieve that which most American adults can only dream: fluent bilingualism. Bilingualism is an asset, an intellectual accomplishment, a national treasure. This dream is open to all students, regardless of their native language--including English. Thus, in addition to the benefits I mentioned at the end of the last section, bilingual education can help our country prepare its populace to engage creatively and productively in a global economy by helping students learn a second language. We can provide all the nation's children with such premier education.

Second, NABE also urges the Committee to focus special attention on recruiting and training bilingual/ESL certified teachers. The majority of LEP students are not taught by certified and trained teachers. The shortage of certified and licensed bilingual/ESL teachers has reached critical levels. States are in dire need of bilingual/ESL teachers--California alone needs more than 20,000. Throughout the country, rural and urban schools are desperately in need of well-trained bilingual/ESL teachers. The issue before us is one of both adequacy and ethics: Our nation cannot adequately or ethically educate the millions of students in need of native language instruction, nor can it afford the advantage of a second language to native English speakers, if we don not have competent bilingual/ESL teachers in our classrooms.

CONCLUSION

Thank you for the opportunity to share NABE's views concerning the reauthorization of the federal Bilingual Education Act. NABE stands ready to work with the Committee to ensure that the opportunity for meaningful, long-term, and high-quality learning is a reality for every student, regardless of his or her mother tongue. Our nation's best hope for economic prosperity, productive and creative global engagement, and social well-being lies in making a quality education accessible to all its people in a way that enables all students to significantly participate and benefit from such access. Bilingual education is a substantive model which contributes to this national vision. Thank you.

Dr. Josefina Villamil Tinajero, President
The National Association for Bilingual Education

& Assistant Dean, College of Education
The University of Texas at El Paso

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NABE NEWS Message from the President

Asking the Right Questions

by Dr. Josefina Villamil Tinajero, NABE Executive Board President, 1997-98

The day had finally arrived! The Nga family had found the perfect picnic spot in the sand. It was a beautiful day, the water crystal clear and inviting. The hammocks hung in the trees in the cool fresh air. The family's favorite music played in the background as the luscious smell of barbecue permeated the air. Fourteen year-old Lin had just put up the volleyball net as anxious brothers and sisters looked on. It was the perfect day! Just then, the father announced: Ok, how quickly can we get this picnic over? How fast can we eat? How soon can we leave?

How soon can we leave? How quickly can we do this? How fast can we do that? How absurd! How absurd for a family who had been planning this day for months!

These questions, however, are not much different from those which permeate the headlines these days. The "English for the Children" Initiative conceived and promoted by wealthy software entrepreneur Ron Unz attacks bilingual education as taking too long, costing too much, promoting too much L1 and keeping children from learning English. His attacks have people focused on how soon?, how quickly?, and how fast?

The essence of the Unz "English for the Children" initiative is that bilingual education should be outlawed and LEP students should be placed in mainstream classrooms after one year of intensive English instruction. Period! Claiming that children can learn English in a matter of months, Unz has launched his campaign to end bilingual education in California, the most linguistically-diverse state in the nation.

School boards in some districts are moving to establish minimalistic time limits on enrollment in bilingual education programs. School board members, administrators and parents are asking similar questions. How fast? How quickly? How soon? How fast can they learn English? How quickly can they be mainstreamed? How soon can we drop the L1? This "speed trap" approach is truly absurd!

Only in the U.S.A. is proficiency of one language considered educational excellence. Most countries define educational "excellence" as mastery of the national language, mastery of academic content, and mastery of a second, third or even a fourth language. Bilingualism is recognized as an intellectual accomplishment. The more languages, the greater the cognitive and linguistic flexibility (Diaz 1989). Some argue, however, that being an American means knowing English, and only English. Proficiency in a language other than English is considered a deficiency! It's amazing what the English-only mentality has done to schools, to parents, and to so many young people!

Are We Asking the Right Questions?

Perhaps schools ought to be more reflective about what they want children to learn — about what they want children to know and be able to do when they graduate from high school. Bilingual education programs are virtually the only programs where success is measured by their brevity, by how quickly children reach the exit. Is it because such programs are bad? Or because the primacy of English is threatened? Or because the ability to communicate in two languages is not considered an asset?

How fast? How quickly? How soon? These are not the questions that educators and parents with children in elite bilingual prep schools ask. In fact, parents often pay huge sums to send their children to these schools because they focus on preparing bilingual-biliterate students ready to succeed in college and ultimately to negotiate their way in the world in several languages. These schools focus on outcomes, on what they want students to achieve, on what they want their students to know and be able to do.

Before we concern ourselves with time — the time that children should remain in bilingual programs — we ought to be thinking about goals and outcomes. We have to decide what is the end point. The questions ought to be: What do we want our children to achieve? What programs will provide an education with excellence for our children? What programs will help us transform our classrooms into the learning environments that will prepare our children for the new millennium? What programs will help us do a excellent job — not just a quick and dirty job! The "what" ought to drive policy and curricular decisions.

What do we want students in bilingual education programs to achieve? Is it merely English acquisition? Is it English acquisition and mastery of academic content? Is it English acquisition, mastery of academic content, and mastery of a second or third language? According to Collier (1995) "much misunderstanding occurs because many U.S. policy makers and educators assume that language learning can be isolated from other issues and that the first thing students must do is to learn English" (p. 1). Educators have even labeled speakers of other languages as merely "English language learners" (ELL's). This label which appears superficially to be a less stigmatic term than "LEP," can be even more dangerous because it defines this group of students exclusively in terms of language acquisition. According to Collier, this oversimplistic perception of language acquisition does not work. The process that students go through when acquiring a second language during the school years is much more complex. To assure cognitive and academic success in a second language, Collier (1995), Cummins (1991, 1992) and others maintain that a student's first language system, oral and written, must be developed to a

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high cognitive level at least through the elementary school years. Some schools emphasize teaching English as the first step and postpone the teaching of academics. Research has shown that postponing or interrupting academic development is likely to promote academic failure.

A Formula for "How Little," "How Quickly," "How Soon!"

Some schools define success for LEP students as learning English; nothing more. Their goals are focused on eradicating the rich language, cultural, and experiential resources of children — turning a gift, a tool and a treasure into something to be shunned, and focusing on English-only instruction. For school districts with these goals, English immersion might be thought to be sufficient. However, we cannot afford to ignore the research. After one year of instruction in English, most LEP students will remain LEP, they will have fallen behind native-English-speaking classmates in subject matter learning, and precious little content will have been acquired. According to a number of studies (Collier 1995, 1998, Cummins 1991, Ramírez, 1991), the effects will be detrimental and long term.

Other schools define success as moving children as rapidly as possible into mainstream classrooms from instruction in two languages to instruction in one language. Studies by Collier (1995) have found that "in U.S. schools where all instruction is given through English, non-native speakers of English with no schooling in the first language take 7-10 years or more to reach age and grade-level norms of their English-speaking peers. Immigrant students who have 2-3 years of first-language schooling in their home country before they come to the U. S. take at least 5-7 years to reach typical native-speaker performance" (p. 5). The most significant student background variable was the amount of formal schooling students had received in their L1.

"How Soon?

Some school districts are looking at restricting bilingual education to three years. What are their goals? How do they define success? What do they want their children to achieve? Research shows that for the average LEP student, three years is not enough to acquire high levels of proficiency and mastery of content. It is not enough to help students reap the benefits of bilingualism, to reap the benefits of high levels of proficiency in two languages. Bilingualism has been associated with high levels of cognitive attainment (Hakuta & García 1989) and does not interfere with either language proficiency and cognitive development. In writing about the intellectual power of bilingualism, Díaz (1989) maintains that bilingual children have linguistic and cognitive advantages over monolingual speakers, including superiority in concept formation, acceleration of the development of abstract thinking and mental flexibility. Children who have a level of balanced bilingualism have been shown to have an advantage in measures of conceptual development, creativity, meta-linguistic ability, semantic development and analytical skills.

A Formula for Answering "What" and "How Much"

Other bilingual education program models are designed to enable all children to continue developing sophisticated language and literacy skills in both the native language and a second language. These are known as developmental bilingual education programs, and are often two way, serving both English and non-English-language background students. These programs feature a gradual transition to the new language while using and developing the mother tongue, producing superior achievement over the long term and fluent bilingualism in all children (Snow 1997; Collier 1995, 1998). Bilingualism is viewed as an asset and an educational achievement. This is the standard upon which some districts judge their bilingual education programs.

At Alicia Chacón International School in the Ysleta District in El Paso, Texas, for example, educational excellence is defined as English acquisition, mastery of academic content, and mastery of a second and third language. This is how parents, teachers and administrators have defined success, the "what." This is what they expect their bilingual education program to do for all children — both English and Spanish speakers. They understand that children have an innate capacity to process and use several languages and that they can learn two or three languages simultaneously. They also understand that it is a gift to communicate in two languages, that being bilingual is an asset, not a liability. They don't judge the success of their programs on whether they mainstream children rapidly into regular classrooms, because that is not their goal. The question of "how fast" is a moot point. Thus, all children at this K-5 two-way dual-language magnet school learn English and Spanish, academic content in both English and Spanish, and a third language (Japanese, Russian, German or Chinese). And they do so throughout their schooling, K-5.

In the Ysleta District, sixteen other campuses will be implementing two-way programs in the 1998-1999 school year. Many others will follow as the district focuses on their goal: "all students will graduate fluently bilingual prepared to attend college." All 33 elementary schools will have two-way programs by 2003. While English language development is very important at YISD, it is not allowed to obscure other educational objectives, including: the development of high levels of academic second language (ASL), English literacy, normative performance, biliteracy and high academic achievement for all children. Their goal is to provide a premier education for all children. Their goal is to prepare children for global interaction and the global economy.

The Education of the Global Child: Meeting World Standards

According to a report from the Secretary of Labor and the Secretary's Commission on Achieving Necessary Skills (SCANS), even today "the demands of business and workers are very different from what they were just a few years ago. Firms are having to meet world class standards and so must workers. Employers are seeking adaptability in their workers and the ability to learn and work in teams. Good jobs depend on people who can put knowledge to work. New workers must be creative and responsible problem solvers and have the skills and attitudes on which employers can build."

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And they must also be bilingual, even trilingual. According to a recent report by Acountemps and Mullins (1997) in *USA Today*, the profile of a model employee includes knowledge of second language in addition to English. The executives of the USA's 1,000 largest companies identified the most valuable second languages in business as follow: Spanish 63%, Japanese 16%, Chinese 11%, German 4%, French 2%. This is what schools, such as those in the Ysleta ISD, expect to achieve.

Snow (1997) maintains that the most widely cited reason immigrants give for coming to the United States is their children — to increase their educational and employment opportunities. Paradoxically, their children are more likely to have an edge in the job market of the 21st century if they maintain the home language in addition to learning English, than if they become English monolingual. Thus, the greatest contribution immigrant parents can make to their children's success is to ensure they maintain fluency and continue to develop the home language" (Snow, *NABE News*, 21:2, p. 29).

There is no question that Americans need to know English and know it well. But 97% of the U.S. population already speaks English and many others are learning it. Students in bilingual education programs do get instruction in English, the law requires it. However, we need to recognize that children must have something to say in English and that concepts and academic subject matter cannot be learned if the student does not understand the language in which they are taught. We need to recognize that being bilingual is an enormous asset, a national treasure, yet one of the greatest untapped resources. Tragically, a monolingual U.S. is already a virtual reality and places this nation at a serious disadvantage internationally. A shrinking globe requires growing language abilities. Schools must respond appropriately.

Closing

For more than 25 years, the issue of how best to address the needs of LEP students has been vigorously debated. But the debate has never clearly focused on pedagogical issues; it has run amok through political sentiment and controversy. We must move beyond the immersion debate to a more pressing concern about how to provide powerful learning environments for our students. Our failure to realize the potential benefits of bilingual education has kept us from focusing on the most effective ways to teach children.

The decision is ours. Administrators, teachers and parents must decide proactively what we want for children rather than drifting into programs that will not accomplish our goals. We must ask the "what" questions and plan accordingly. Only then will it be clear that bilingualism and academic excellence are synonymous.

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> "...all children in California public schools shall be taught English by being taught in English"
>
> --Unz Initiative

Unzrealistic!

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Message from the President

Dr. Josefina Villamil Tinajero

Minimal Time . . . Minimal Outcomes!

Imagine a school district where all students graduate from high school fluently bilingual and prepared to enter a four-year college or university. Imagine a district that serves more than 48,000 students and where 88 percent of its students are listed as minority and 68 percent are economically disadvantaged. Imagine further that this is a learning community where students demonstrate superior academic achievement as measured by a State-mandated standardized achievement test. Imagine a place where two languages are used without apology and where becoming proficient in both is considered a significant intellectual accomplishment! Imagine . . .

This district exists not in the imagination but in reality--and it's thriving; it's the Ysleta Independent School District in my hometown of El Paso, Texas. This year, Ysleta ISD received the honor of being the first urban district in Texas to achieve "recognized" status. That honor is bestowed to districts where all student groups (Hispanic, African American, and White), and Disadvantaged Students score at least 80% in all three areas of the test (Math, Reading, and Writing). The interesting thing about YISD, is that while some school districts in the U.S. are moving to establish minimalistic time limits on enrollment in bilingual education, Ysleta ISD has done just the opposite. In the past several years, the district has implemented programs (two-way dual language and late-exit) to support their mission statement: "all students will graduate from high school fluently bilingual and prepared to enter a four-year college or university!"

Ysleta ISD

Ysleta ISD is not unique in its demographic profile. There are 3.2 million LEP students nationwide of whom 1.3 million (41%) are served in state and local bilingual programs. More than 75% of all LEP students attend high-poverty schools. Furthermore, as in YISD, the number of LEP students has doubled in less than a decade. In 1986-87 there were 1.5 million LEP students in the U. S. In 1996-97 there were 3.5 million. Between the 1990-1991 and 1996-1997 academic school years, the number of LEP students grew 67 percent. As in the rest of the nation, the most common language group of LEPs in YSLETA ISD is Spanish. The most common language groups for LEP students in the U.S. are Spanish (72.9%), Vietnamese (3.9%), Hmong (1.8%), Cantonese (1.7%, and Cambodian (1.6%).

Asking the Right Questions

Ysleta's success story can be a reality for school districts throughout the nation if educators and policy makers are more reflective about what they want students to know and be able to do and then demonstrate the political will and courage to go about designing and implementing programs that will help them accomplish their goals. That is, before we concern ourselves with the time that children should remain in bilingual programs, we must first think about goals and outcomes. Educators, policy makers, and parents have to decide upon the end point, and the questions that will guide us to that goal should be:

- First and foremost, what do we want all of our children to achieve? I propose that it is not merely the acquisition of English. Nor is it solely English acquisition and mastery of academic content. It is English acquisition, mastery of academic content, AND mastery of a second or third language.

- Second, what programs will provide an education characterized by excellence for all of our children?

- Third, what programs will help us transform our classrooms into learning environments, and our teachers into learning mentors, to prepare all of our children for the challenges and opportunities in the new millennium?

- Fourth, what programs will help us deliver an excellent and comprehensive educational program to all of our children?

It is clear that the "what" must drive policy and curricular decisions, and not the other way around!

How do we Define Success for LEP Students?

Recently, some educators and policy makers have considered restricting bilingual education to three years--establishing minimalistic time limits on enrollment in bilingual education programs. School board members, administrators, and even parents are asking similar questions: How fast? How quickly? How soon? How fast can they learn English? How quickly can they be mainstreamed? How soon can we drop the L1? This "speed trap" approach is truly absurd!

Research demonstrates that for the average LEP student, three years is not enough to acquire high levels of proficiency and mastery of academic content. Is not enough time to help students reap the academic benefits of bilingualism or the social and cognitive benefits of high levels of proficiency in two languages. Nearly forty years of investigations (for reviews, see Cummins, 1976; McLaughlin, 1978; Diaz, 1983; Genesee, 1987; Hakuta and Diaz, 1985) have provided evidence that bilingualism is associated with high levels of cognitive attainment and as such does not interfere with either language proficiency or cognitive development.

In writing about the intellectual power of bilingualism, for example, Diaz (1989) maintains that bilingual children have linguistic and cognitive advantages over monolingual speakers, including superiority in concept formation, acceleration in the development of abstract thinking and mental flexibility. Children who have a level of balanced bilingualism have been shown to have an advantage in measures of conceptual development, creativity, metalinguistic ability, semantic development, and analytical skills.

They also have an advantage in that they will be prepared to function in a world that is interdependent, interconnected and international. That is, they will be prepared to function in a world economy where being bilingual is an asset and an essential resource. As Congressman Ciro Rodriguez (D-Tx-San Antonio) recently said, "As we move to a global economy, more and more languages will be considered a necessary resource. The highly competitive nature of today's global economy underscores the importance of knowing more than one language. America needs bilingual education to produce educated, well-informed citizens." This sentiment is echoed by the Texas Commissioner of Education, Mike Moses, who recently said that, "in the future all children should be trilingual: proficient in their native language, proficient in a second language and proficient in computer literacy. The business community understands the value of trained multilingual employees. We must offer a work force that can meet such demands."

Three-Year Limits not Supported by Research

A school district policy based on a three-year limit deprives our students of the apportunity to participate in programs of excellence. Such policy will drive implementation of programs focused on how quickly we can transfer children out of bilingual programs. Such a goal is not supported by any credible research. Research over the past 30 years has shown it takes from four to seven years for an individual to become academically proficient in a second language, and that sustained academic performance only occurs in long-term (i.e., late exit) programs.

A pedagogically, arbitrary, and ill-grounded time limit, such as three years, for LEP students would significantly reduce the quality of innovative comprehensive and successful programs in school districts such as those in Ysleta ISD. Also, it would maintain, if not exacerbate, the very problem which we are attempting to resolve nationally: the underachievement at academic and language levels of LEP students.

However, some educators and policy makers define success for LEP students as learning school yard English--nothing more. Others define success as moving children as rapidly as possible into mainstream classrooms from instruction in two languages to instruction in one language--English. Their goals eradicate the rich language, cultural, and experiential resources of children, turn a tool and a treasure into something to be suppressed and shunned, and focus instead and soleley on English-only instruction. With school districts with these goals, English immersion or one year of bilingual education might appear sufficient, although research and practice have demonstrated that a vast percentage of students will not achieve either second language (i.e., English) or academic success through either of these programmatic alternatives. Given the research, one would have to questions the motive of thoe who would advance either of these other alternatives.

Moving Beyond the Immersion Debate

For more than 25 years the issue of how best to address the needs of LEP students has been vigorously debated. But the debate has never clearly focused on pedagogical issues; rather it has been inordinately saddled with negative political sentiment, distorted media coverage, and emotional controversy. We must move beyond the immersion debate to a more pressing concern: How to provide powerful learning environments for students.

Our failure to realize the potential benefits of bilingual or multilingual education, particularly for low-income, LEP students, has kept us from focusing on the most effective ways to teach children. We must decide proactively what we want for children rather than opting for policies and programs that will not accomplish our goals. The "what" questions generated must bear in mind the goal that, as a nation, we will effectively address the needs of all our nation's children; that we will embed universal principles of sound pedagogy in the design of their respective educational models; that we will implement programs staffed by competent, caring teachers, administrators, and personnel, who continually develop their professional expertise to further the successful educational development, achievement, and choices of all students, particularly those from low-income, other-than-English-speaking backgrounds.

Our Message Must be Heard

Our message must be heard uniformly and loudly: Educational excellence and accountability are not based on how FAST LEP children learn English, but how HIGH they achieve in all academic subjects and how FAR they go in their formal education.

(I would like to express my appreciation to the following individuals for their input: Pauline Dow, Drs. Roberto de Villar, Lucille Housen, and Marsha Fowler)

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APPENDIX D - STATEMENT OF MS. GLORIA F. GARZA, KINDERGARTEN TEACHER, PHARR ELEMENTARY SCHOOL, PSJA, PHARR, TX

Statement of

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On the

Bilingual Education Act

Submitted to the

Subcommittee on Early Childhood, Youth and Families

U.S. House of Representatives

July 7, 1999

McAllen, Texas

My name is Gloria Garza and I have been teaching for 12 years. Currently I am a Kindergarten teacher at Pharr Elementary where we are implementing a Two-Way Language Enrichment Program. Our campus has been involved in this Bilingual program for the past 4 years. Our program design is a 50/50 model in which 50 percent of the population in each PreK-3rd classroom are LEP (Limited English Proficient) students and the other 50% are NLEP (Non-Limited English Proficient) students. Our students receive 50% of their instruction in English and 50% in Spanish. This means that if a student is LEP, he/she will receive Language Arts in his native tongue, being Spanish from PreK-2nd and if a student is NLEP, he/she will receive Language Arts in his native tongue being English from PreK-2nd. All students will receive Math in English and all students will receive Science/Social Studies in Spanish.

In our program design we have a slot or time period daily called ESL (English as a Second Language) and SSL (Spanish as a Second Language). During this time we pull out our LEP students to re-teach or review in English, concepts learned during Math instruction. Then we pull out our NLEP students and work with them in Spanish on concepts learned during Science/Social Studies instruction. Along with this we have 60 minutes dedicated to Center time instruction where children are paired off in Bilingual partners. Center time instruction is when children have the choice to work independently with their bilingual partner in the Reading, Writing, Science, Math, Manipulative, Block, Art, Music, Library or Dramatic Play Center. Various activities are placed at each center in which the bilingual partners may choose from and complete their work. The rationale for this is simply to allow the children to work together, yet they are forced to

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communicate with each other in whatever language they wish. This provides for a very safe and non-threatening environment where the children can practice and communicate in their second language. Through this program, children learn to value and respect each other's language and culture. The end result is that all children at Pharr Elementary will truly be Bilingual, Bi-Literate and Bi-Cultural by the end of 5th grade.

A key component to this program is parental involvement. In order for this program to have the successes it has had, parents had to play an active part. At the start of the program, many parental meetings were held to discuss the program design and benefits. This also gave parents the opportunity to discuss their concerns and to resolve them. Parents were told they had to agree to the program and support it completely if it was going to have any kind of success at all. Parents agreed and became very involved in our two-way language enrichment program. Bilingual parents are supporting our school and children's leaning in many ways: as volunteer tutors, as field trip supervisors, as classroom assistants, as lunchroom, health room and administrative office assistants, as organizers of school events and assemblies; and by attending student performances, sports events and other school-related activities. Furthermore, our Bilingual parents also serve as decision-makers on our Campus Council and LPAC (Language Proficiency/Assessment Committee) committees where they are abreast of all concerns and decisions being made for our students and campus. They take part in making instructional decisions as well as day to day school operations. The success we have had at Pharr Elementary could not have been done without the involvement of our Bilingual parents. When families are involved in children's learning at school and at home,

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everyone benefits, schools work better, families become closer, and students improve academically.

At our campus, Pharr Elementary, we have held parent-training sessions in which we have video taped or made recordings of children reading in their second language. Parents are extremely excited when they find out that the child reading in English was a LEP (Limited English Proficient) student and the student reading Spanish was a NLEPstudent. Parents can see for themselves the benefits and growth their child has made in the second language, be it Spanish or English. We have had sessions to show them writing samples of our students. Once again, parents are ecstatic when they find out it was a LEP Student writing in English and a NLEP writing in Spanish. Our students have become very confident in their second language that the LEP students have actually scripted their own plays in English and the NLEP students have scripted their plays in Spanish. Clearly these children are confident about their second language acquisition that they are willing to read and write in both languages without any difficulties.

I come to you as a teacher today, and I am asking that you continue to support and fund Title VII. As I have already mentioned, our Two-Way Language Enrichment program is an exemplary program in which many children throughout the United States can truly benefit from. As the saying goes, "Quien sabe dos lenguas, vale por dos." Please give our Bilingual children an opportunity to succeed and get the best quality education they deserve.

APPENDIX E - STATEMENT OF DR. ALBA ORTIZ, ASSOCIATE DEAN, UNIVERSITY OF TEXAS, AUSTIN, TX

Testimony Before the Subcommittee on Early Childhood Youth and Families
Field Hearing on Bilingual Education
McAllen, Texas
July 7, 1999

My name is Alba Ortiz and I am the director of the Office of Bilingual Education and a Professor of Special Education in the College of Education at the University of Texas at Austin.

Let me begin with the summary of my testimony. English language learners, that is, students who have limited English proficiency, should be included in state assessments of academic performance. If they are not, then no one is accountable for their academic progress. However, you cannot involve LEP students in state-wide or in national assessments unless you have well-defined content and performance standards and valid, reliable instruments for assessing native language and English as a second language achievement (August, Hakuta, & Pompa, 1994).

Language of Assessment

First of all, it is important to remember that achievement is the result of instruction; we use achievement tests to measure how much of what the student was taught was learned. Therefore, in order to get an accurate measure of achievement, assessments must be aligned with the language and content of instruction. In those subjects where they are receiving instruction in their native language, students should be assessed in that language. Assessments in the native language should be a requirement for high incidence languages and specifically for Spanish, the language spoken by 75% of LEP students. Native language content assessments cannot be forced into English language frameworks. They should be based on the content, skills, and sequences which characterize native language instruction in that content area.

I oppose time limits on assessments in the native language. It is unfortunate that we have a "teach in the native language, but test in English" mentality in this country that defeats bilingual education programs. Such an approach communicates that we are accountable only for what students learn in English. Then, when we classify schools based on the outcomes of English assessments, there is a tendency for districts to reduce the amount of time allocated to native language instruction and to try to speed up the transition to all-English educational services.

LEP students typically receive the majority of their instruction in the native language as they begin their school career. At the same time they are being taught English as a second language. Assessments should answer two distinct questions: How much is the student learning as a result of native language instruction (that is, is s/he learning to read, write, spell, do math at grade level)? And, how much English is she or he learning? When there is a shift in the language of instruction and the student begins to receive the majority of instruction in English, we can begin conducting achievement tests in English. Even then, we should continue to assess the student's progress toward acquiring native-like English proficiency; if appropriate, we can should also assess their native language achievement. It is not until the student has been reclassified as English proficient, and transitioned out of the bilingual education or ESL program, that we can conduct assessments entirely in English without modifications or accommodations.

Language Classification

Obviously, to operationalize these general assessment principles, it would help to have a common definition of limited English proficiency. If not a common definition, at a minimum, we need a common process for classifying which students take what test and in what language or languages. It would be helpful, for example, to have a language proficiency assessment component on state achievement tests. This would facilitate reporting of achievement results according to language proficiency levels. If the development of such a component is not feasible, districts should be required to administer a specific language assessment instrument, to select from an approved list of instruments which have been determined to yield comparable language proficiency classifications, or, at a minimum, to report the instrument and scores they used to classify the student as LEP.

The state of Texas has developed the Reading Proficiency Test in English which is designed specifically for LEP students in grades 3-8 to provide a statewide, standardized measure of how well LEP students are developing the ability to read in English. Students can be assessed with our statewide Spanish achievement test (Texas Assessment of Academic Skills-Spanish), but they must also demonstrate how they are progressing in terms of learning to read in English. An assessment program such as this allows you to answer the two questions which I said earlier are important: How well is the student progressing academically as a result of native language instruction and how well is s/he learning English? Implementation of the RPTE will ensure that no student is excluded from statewide assessments on the basis of limited English proficiency. Obviously, I hope that we expand the RPTE concept to other content areas, but assessment of reading is a good, first step.

As long as there is a requirement that students always be assessed in their native language, if that is the language in which they are being taught, I can support the *additional* requirement that students who have been in U.S. schools for three consecutive years or more *also* be tested in reading and language arts using tests written in English.

Without a native language assessment provision, I would oppose such a policy. Assessment in English, when students are not English proficient, do not provide valid, reliable measures of achievement. The risk for the LEP student is that educators will interpret low test scores on English tests as indicating a deficit in the student, rather than, as is more accurate, a limitation of the test. And, we are all keenfully aware of the harmful effects of negative teacher expectations on a student's future academic performance.

LEP students in English as a second language programs who are not receiving native language instruction require special consideration. As a rule of thumb, LEP students in ESL programs, should be assessed in English because that is their primary language of instruction. However, assessments of achievement should include an additional component which measures the students' progress toward acquiring English. This would require that we have ESL content standards and ESL assessment measures (August, Hakuta, & Pompa, 1994). Without these, it will not be possible to tell whether a student's low performance is the result of the lack of English proficiency or whether it reflects a lack of mastery of the content being assessed. Again, our Reading Proficiency Test in English, coupled with an English achievement measurement in this case, provides a model for such assessments.

Language Proficiency Assessment Committee

Because of the tremendous variation in students' nantive language and English language characteristics, and the diversity of bilingual education and ESL program models, the decision as to the language in which a student should be tested should be the responsibility of a Language Proficiency Assessment Committee or a comparable committee at the school or district level. The LPAC committee would function much like the special education IEP or multidisciplinary team committee for students with disabilities; it would make recommendations about the language or languages of assessment and modifications or accommodations which should be provided the LEP student being assessed, as appropriate.

Only those language minority students who have English skills comparable to their native English speaking, grade level peers, would participate in English assessments without modifications.

Reporting Results

We need a system for matching the language characteristics of the students, their instructional histories, their current programs, and the type of modifications or accommodations they need, keeping in mind the appropriateness of modifications or accommodations in the content area being tested. We, of course, need studies of the effects of accommodations and of alternative assessments on achievement test results. And, we need to develop systems for reporting scores on assessments taken with accomodations, especially from the perspective of how these can be integrated with results of English assessments taken by the general student body.

States and districts should be required to keep data on the number of students excluded and the reasons for exclusion. It should also be required that the progress of these students be assessed using alternative methods such as portfolio assessments. If no such assessment is documented, then schools should be required to record a score of zero for excluded students.

Test scores should be reported for all students and should also be disagregated by language proficiency status and by type of accommodations provided. We need studies to inform us as to how this is best done.

Related issues

Definition of LEP Opportunity to Learn. Regardless of the language of testing, assessment outcomes must be interpreted in relation to opportunity to learn standards. For example, how much native language instruction has a student had and for how long? I would therefore support the use of background questionnaires which help us understand the characteristics of students, teachers, programs, and schools as a basis for documenting opportunity to learn and for interpreting test outcomes.

APPENDIX F - STATEMENT OF DR. GILBERTO ANZALDUA, SUPERINTENDENT, EL PASO INDEPENDENT SCHOOL DISTRICT, EL PASO, TX

DISTRICT SELF-EVALUATION
DROP-OUT INTERVENTION

II. GOALS AND OBJECTIVES

EPISD has assumed a proactive posture in developing a comprehensive approach to the prevention of risk factors which contribute to student drop-out rates. The district's motto, "Primero Los Niños," identifies the focus of instructional and support efforts. Too, there is the recognition that "it takes a whole community to raise a child" and the district has provided staff, financial resources, staff development, and intensive professional support for school-based initiatives to promote more parental and community involvement.

The District Improvement Plan specifies broader goals as requested by the Districtwide Educational Improvement Council. The rationale is that each campus should assess its own needs and design programs and instructional strategies to address the goals and objectives of the District Improvement Plan.

Two of the district's objectives are to increase attendance rates, and design and implement intervention and instructional programs at all levels that will result in a 5% increase of Grade 9 students being classified as sophomores. Schools and their CITs have included these objectives in their campus improvement plans, and have developed a variety of interventions for the freshman class.

With the identification of school-based and community-based strategies which help promote student academic success and prevent delinquent behavior, the district's goals to meet the needs of all students will be met.

Initiatives and strategies which will impact student performance have been implemented for the 1995-96 school year. For the purpose of clarity, these are designated by elementary, middle, and high school.

ELEMENTARY SCHOOL

- Because of an impetus to align state essential elements with national standards for core curricula, the district and individual campuses through their campus curriculum committees pursued and studied several options. All elementary schools will be provided with technological support to address individual academic needs of students in the forms of either laptop computers for teachers or distance learning. SBDM teams were provided the opportunity to select either program. All teachers were provided staff development in the program of their campus. Project ABCD, which aligns lesson plans with TAAS objectives, is the companion software for teacher use.

- An at-risk coordinator/counselor has been assigned to every elementary school and a curriculum and guidance plan has been designed to provide intensive counseling and mentoring for all student groups. The curriculum includes study skills, interpersonal and social skills, self-esteem, academic skills, and career awareness.

- A team of professionals including principals, counselors, special education personnel, and teachers is planning an elementary alternative program for students whose at-risk behavior interferes with their ability to achieve academic success. The program will focus on behavior modification and early intervention of social problems. The strengths of the program are in its involvement of the parent in reinforcing acceptable behaviors in the home setting and in the transition to the regular classroom.

- A project, now in its fifth year, that identifies at-risk first graders, is proving to be very successful in the district's early intervention strategies:

Focus on First Grade is operating in seven elementary schools, selected on the basis of a high number of at-risk students. The program provides social workers, and contracted services from a variety of agencies that provide psycho-social, family counseling, and parenting components.

- On two of the campuses included in Focus on First Grade, pilot programs were designed to serve the special needs of students whose neighborhoods were classified as high risk for delinquency based on signs of economic and social deprivation, low neighborhood attachment, family mobility, lack of basic health and nutrition needs, and lack of access to social services.

- On one campus, a prenatal and primary health care facility serves children from ages six months through 13. The clinic operates three days a week with doctors from Texas Tech Medical Health Center. The nurse practitioner provides well baby examinations and makes referrals for other providers. A social worker is involved in home visits, parenting and literacy classes, and group and family therapy.

- The other elementary campus is focused on the provision of a full menu of social services including classes for parents in parenting skills, ESL, community outreach, citizenship, and recreational field trips. An extended school day was conducted this past summer for 450 students. The program included academic tutoring, arts and crafts, sports, field trips, music and dance, and cultural studies. The school has increased its PTA membership, and has a cadre of parent volunteers to assist students on the campus as hall and cafeteria monitors, and after school tutors.

- In its second year of operation, Reading Recovery is showing startling results in its direct, one-to-one tutoring to Grade 1 students with reading problems. Two years ago, two teachers received university training in the curriculum and the way it is delivered in the classroom. Five schools comprised the pilot model last year. Ten schools are participating this year. The strengths of the program are not only in the achievement of the students but in the changes effected in teachers in their attitudes about students, and their instructional modifications for all students.

- The National Science Foundation in cooperation with the local university, sponsored the Urban Systemic Initiative which trains elementary teachers in math and science system reform. These teachers became mentors in the training of additional teachers in the national standards in math and science.

- A pilot extended school year included free summer school for students, either in accelerated learning or enrichment in three elementary schools which feed the Guillen Middle School/Bowie High School feeder pattern.

MIDDLE SCHOOL

- An at-risk coordinator and a counselor are assigned to each middle school. There is a district guidance plan which is student centered, primarily in the areas of coping skills, interpersonal relationships, and improving individual academic achievement. Too, the at-risk coordinator is charged with the identification and monitoring of, students who demonstrate at-risk behaviors.

- Curriculum modifications include interdisciplinary PODS, which assigns a group of students to the same teacher in the academic curricula. The teachers have a common planning period, and the instructional periods are blocked in language arts/social studies and math/science.

- There will be a Community Service Learning Pilot Program in eight middle schools.

- Middle schools also will participate in a districtwide curriculum alignment in math and science.

- A full tutoring schedule operates before, during, and after school.

- An Alternative Education Program exists in all middle schools to intervene and modify at-risk behaviors.

- Another curricular offering is a summer at-risk program which assigns a high school at-risk coordinator to work with transitional middle school students in Grade 8 which feed to the high school. The program includes identification, assessment, and intensive academic and social guidance activities.

- An initiative implemented last year that proved successful was the transfer of expelled youth from one middle school to another. Contracts between the student and the receiving school specified behavior and attendance expectations. This initiative will continue this year because our expulsion rate decreased by 35%.

HIGH SCHOOL

- High school programs, by necessity, are focused on intensive intervention of behaviors which put more students at-risk. Programs are designed to meet individual needs based on exit criteria, graduation requirements, and TAAS.

- The High School Guidance Plan is implemented schoolwide. Each high school has one counselor per 500 students, one vocational counselor, and an at-risk coordinator.

- Because of SBDM, each school has designed it's own dropout prevention plan. These include initiatives to preserve the enrollment of the freshman class because districtwide 37% drop out after Grade 9. Many of these are over-age Grade 9 students who were placed into high school at age 15.

- The strategies to address the unique transitional problems of new high school students include:

1. block scheduling to extend instructional time in core curricula;
2. alternate day scheduling which provides longer time-on-task and additional periods for expanding the curricular offerings;
3. study skills curricula focuses on preparing students to perform in a changed academic environment which rewards self-motivation and personal responsibility for ones own academic success. This class is for freshmen only and is required of all students.

- Every high school offers an academic tutoring schedule and TAAS acceleration classes. Additional funds were budgeted to the campuses for these programs.

- The district's Sunset High School operates on a day and evening schedule to provide opportunities for out-of-school youth and at-risk students to earn credits toward graduation. The curricula includes regular academic classes, GED preparation, and TAAS acceleration. This year the district will provide technological support with the Novanet System.

- Programs for pregnant teenagers include School-Age Parent Center, a complete academic and social services facility which provides prenatal and postnatal care for in-school parents; and Project Redirection, which provides these services for out-of-school parents.

- Raymond Telles Academy is an alternative education facility for expelled youth which serves middle and high school students.

- Juvenile Justice Center - AEP operates two units, one for short-term detention of adjudicated youth and the Learning Center which serves students on probation, ages 11 through 16.

ADDITIONAL PROGRAMS

- All efforts in the reduction of campus drop-out rates are supported by extensive staff development for all personnel involved including principals, assistant principals, counselors, and at-risk coordinators.

- First Chance - An intervention and behavior modification program for substance abusers.

- Project Upward Bound - Federal program in conjunction with the university to recruit at-risk youth to consider college.

- Mother/Daughter Program - Middle school girls and their mothers are enrolled in classes which focus on academic success.

- School-to-Work - These programs are included in the curricula of vocational co-op programs offered on the high school campus and the technical programs at Technical Center.

VERTICAL TEAMING

- The district has committed its professional staff to support campus SBDM efforts to improve instruction. The teams serve high schools and their feeder pattern including elementary and middle schools.

- Vertical teams help CITs to assess school data and design strategies to address campus improvement goals.

PARENTAL INVOLVEMENT

- A stipend of $5,000 was provided to each campus to develop a parental involvement component to meet the requirements of their campus improvement plan. The district has also staffed this component with a facilitator for parental involvement.

SCHOOLWIDE SCHOOLS

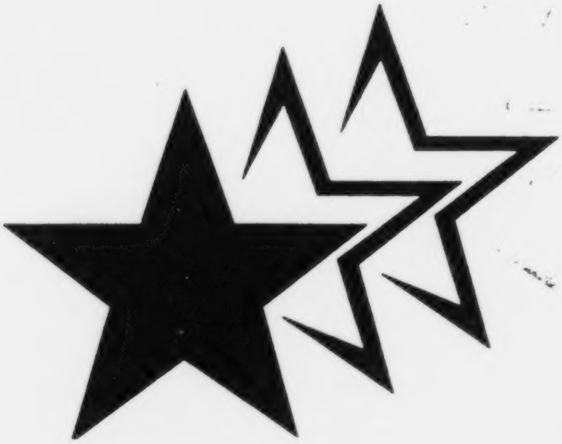
- Last year 16 campuses received schoolwide funds to support their instructional programs. For this school year that number has been expanded to 46 schools. Seven additional schools were added as eligible for Title 1 funds. These allocations offer the schools resources to be expended in a variety of ways, including personnel, technology, equipment, and supplies.

- District per capita funds for support of the instructional program were increased this year and distributed to each school.

APPENDIX G - STATEMENT OF MS. GLORIA GALLEGOS, EXECUTIVE DIRECTOR OF SPECIAL PROGRAMS, PASADENA INDEPENDENT SCHOOL DISTRICT, PASADENA, TX

Bilingual/ESL Task Force

1997-1998



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Frank Barzilla- Associate Superintendent For Facilities & Construction
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Maria G. Cano-Bilingual/ESL Instructional Specialist
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Wayne Adams-Pasadena
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Gabriel Gonzalez-Richey
Karen Holt-So.Houston Elem.
Nancy Tiechelman-Stuchbery

Bilingual/ESL Task Force Members

Elementary School

Patricia Mederos-Bil./ESL Dept.
Eva Sandoval-Bil./ESL Dept.
Suzy Caballero-Bil./ESL Dept.
Ngoc Ha-Burnett
Debbie Stewart-Fisher
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Myrella LeBlanc-Rayburn
Amy Anders-So.Houston
David Alquest-Pasadena

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Katherine Reid
Gloria Gallegos

Committee members:

Maria G. Cano	Bilingual/ESL
Nelda Hinojosa	Special Education

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Myrna Venegas	Morales
Jose Flores	Morales
Larua Quinsenbery	Morales
Claudine Pease	Morales
Julie Santana	Morales
Xochil Hinshaw	Morales

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Yolanda Dominguez	Jessup
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Herman Moore	Golden Acres
Jan Davidson	Golden Acres

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Laura Gomez	Thompson
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Chairperson: Karen Holt

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Myrella LeBlanc	Rayburn
Amy Anders	So. Houston High
Anna Cogswell	McMasters
Tracy Kett	So. Houston Elem.
Eva Sandoval	Bilingual/ESL
Judy Diaz	Matthys
Jennifer Merritt	Moore
Marcela Bane	So. Houston Elem.

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& Mary Ann Johnson

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Theresa Works	Miller
Phyllis Geries	Dobie
David Post	San Jacinto Int.
Cary Partin	Southmore
Karyn Johnson	Bailey
Gloria Jasso	Jensen

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Olga Gonzalez	Sparks
Margarita Huerta	Pearl Hall
Maria Salas	Williams
Norma Sandoval	L.F.Smith
Nelda Grizzaffi	Gardens

Bilingual/ESL Communication Committee Members

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Committee members:

Mel Capelo	Williams
Vanessa Golden	Fisher
Ronny Welborn	RedBluff
Phyllis Geries	Dobie

Bilingual/ESL Busing Committee Members

Chairperson: Jim Smith

Committee members:

Theresa Butler	Transportation

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Mission Statement

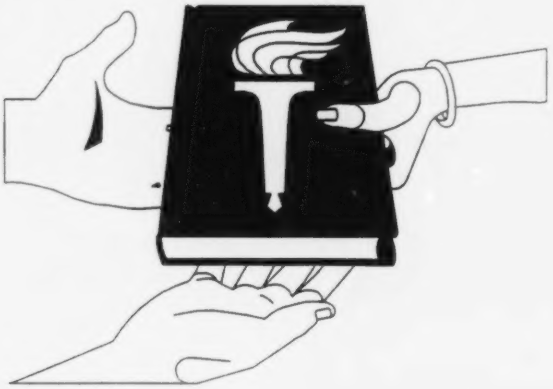
The mission of the Pasadena Independent School District, requiring the commitment of all employees, parents, business and community members, and students, is to guarantee all students will:

- acquire the knowledge
- master the skills, and
- maximize the talents

necessary to fulfill their potential as responsible citizens in the everchanging world of the 21st century.

Bilingual/ESL Vision Statement

To implement an effective, consistent, multifaceted Bilingual/ESL Program across the district that results in high achieving competent bilingual students who maximize their individual talents and skills for life long learning and succeed in a multicultural, multilingual global society.



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Bilingual/ESL Program Design

BELIEVE

- All students can learn given sufficient time and support
- Success breeds success
- Schools control the variables of success

Bilingual/ESL Program Design

KNOW

- The better a child masters language in general (L1/ L2) the better the child can master academics.
- Proficiency level in L1 has a direct influence on the development L2.
- Lack of L1 instruction inhibits the levels of L2 proficiency and academic growth.
- Reading/writing is reading/writing regardless of surface differences in different languages.
- Literacy in one language is easily transferable to another.
- Transfer builds on what students already know in L1 to teach new skills in L 2.

Bilingual/ESL Program Design

DO

- Native Language Literacy
- Second Language Acquisition
- Native Language Cognitive/Academic Development
- Transition
- Sheltered Content Instruction
- Flexible Grouping
- Heterogeneous Groups (Ability/Language)

Bilingual/ESL Program Outcome Statement

To ensure that the Pasadena Independent School District succeeds in fulfilling it's mission and primary objectives in order that students are equipped to function successfully in an ever-changing global society as productive, caring, learning citizens.

Bilingual/ESL Program Design

"Mankind owes to the child
the best it has to give."

--United Nations Declaration

Pasadena Independent School District
Bilingual/ESL Program

Goal

Define the programmatic organization, state mandates, and community needs.

Pasadena Independent School District
Bilingual/ESL Program

Objectives

1. Implement State & Federal guidelines for a successful Bilingual/ESL program.
2. Define the PISD Transitional Bilingual Model and implementation for elementary and secondary.
3. Provide exemplary Transitional Bilingual Models to be replicated for implementation purposes.
4. Expand Bilingual/ESL programs to meet the students' needs at their home campus.
5. Promote support of the Bilingual/ESL program.
6. Ensure appropriate spending of Bilingual/ESL funds, especially at campus level.
7. Create a research and development department to research and evaluate program effectiveness.

Pasadena Independent School District
Bilingual/ESL Program

Objective 1

- **Implement State & Federal guidelines for a successful Bilingual/ESL program.**

Action Steps

1. Develop a process to ensure clear understanding of the state Transitional Bilingual/ESL program.

2. Ensure consistent implementation of the district's Transitional Bilingual/ESL Program.

3. Schedule periodic district-wide meetings to discuss the following:
   - Identification procedures
   - ESL methodologies
   - Availability of bilingual resources (i.e.. instructional materials, consultants, technology, professional development) to help meet the goals of PISD's Bilingual/ESL Program

Pasadena Independent School District
Bilingual/ESL Program

Objective 2

- **Define the PISD Transitional Bilingual Model and implementation for elementary and secondary.**

Action Steps

1. Programs available for Spanish speakers
    - Transitional Bilingual Model PK-5
    - ESL Model 6-12
2. Programs available for speakers of other languages
    - Elementary ESL Model
    - Secondary ESL Model

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Pasadena Independent School District Bilingual/ESL Program

Objective 3

- **Provide exemplary Transitional Bilingual Models to replicate for implementation purposes.**

Pasadena Independent School District
Bilingual/ESL Program

Objective 4

- **Expand Bilingual/ESL Program to meet the students' needs at their home campuses.**

Pasadena Independent School District
Bilingual/ESL Program

Objective 5

- **Promote support of the Bilingual/ESL program.**

Action Steps

1. Prepare a positive campaign program for parents, communities, and employees of PISD
2. Create a video to increase awareness and acceptance of the Bilingual/ESL program.
3. Create an informational booklet to increase awareness and acceptance of the Bilingual/ESL program.

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Pasadena Independent School District Bilingual/ESL Program

Objective 6

- **Ensure appropriate spending of Bilingual/ESL funds at district and campus level.**

Action Steps

1. Maintain a campus inventory of Bilingual/ESL materials ordered for each classroom.
2. Develop a process to inform personnel of available resources and materials at district and campus level.
3. Monitor expenditures appropriated for Bilingual/ESL program at campus and district level.

Pasadena Independent School District Bilingual/ESL Program

Objective 7

- **Create a research and development department to research and evaluate program effectiveness.**

Action Steps

1. Evaluate the effectiveness of instructional models on an annual basis for each grade level through the use of norm-referenced as well as criterion-referenced tests.
2. Evaluate the effectiveness of instructional models on an annual basis for each campus through the use of norm-referenced as well as criterion-referenced tests.
3. Evaluate the effectiveness of the district's instructional models on an annual basis through use of norm-referenced as well as criterion-referenced tests.

Assessment

Goal

Ascertain student success and progress through the use of appropriate multidimensional forms of assessment.

REPORT
CARD

Assessment

Objectives

1. Establish the use of state approved PK-12 assessment instruments to evaluate students' oral language proficiency and academic skills.

2. Establish an ongoing process of evaluation to guide instruction, monitor student progress, and determine effectiveness of the Bilingual/ESL program.

3. Ensure that campuses use data management systems and/or reports that organize and sort data to assist in instructional decision-making for all students.

4. Establish a committee to review, recommend and select appropriate assessment instruments for Bilingual/ESL program.

Assessment

Objective 1

- **Establish the use of state approved assessment instruments PK-12 to evaluate students' oral language proficiency and academic skills.**

Action Steps

1. Initiate process of assessment for student program entry, ongoing monitoring and exit from the Bilingual/ESL program.

2. Evaluate all students with the established English Proficiency test that measures Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).
    - Carousel of Ideas
    - IDEA English Oral Proficiency Test
    - IDEA Reading and Writing
    - Informal Assessment
    - BVAT -Bilingual Verbal Ability Test
    - Parent, Teacher, Student Interview
    - MACULAITIS Assessment (Secondary)

3. Evaluate Spanish speaking students with the established oral proficiency test that measures Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).
    - IDEA Spanish Oral Proficiency Test
    - BVAT-Bilingual Verbal Ability Test

Assessment

Action Steps

4. Evaluate academic skills of Bilingual/ESL students through the use of norm referenced and/or criterion referenced assessment instruments.
    - SABE
    - Metropolitan
    - TAAS
    - ITBS
    - Release TAAS

Assessment

Objective 2

- **Establish an ongoing process of evaluation to guide instruction, monitor student progress, and determine effectiveness of the Bilingual/ESL program.**

Action Steps

1. Develop, implement, and monitor procedures for assessing student progress in English.
2. Assess all students in the Bilingual/ESL program to determine students' progress in developing English proficiency (Pre/Post Tests)
3. Provide benchmark assessment instrument for each grade level based on TEKS.

Assessment

Objective 3

- **Ensure that campuses use data management systems and/or reports that organize and sort data to assist in instructional decision-making for all students.**

Action Steps

1. Provide standardized test reports for the disaggregation of data in a timely manner .
    - TAAS (English/Spanish)
    - Metropolitan (English/Spanish)
    - ITBS
    - Release TAAS
    - SABE

2. Provide disaggregated data in a timely manner.
    - TAAS (English/Spanish)
    - Metropolitan (English/Spanish)
    - ITBS
    - Release TAAS
    - SABE

Assessment

Objective 4

- **Establish a committee to review, recommend and select appropriate assessment instruments for Bilingual/ESL program.**

Action Steps

1. Identify and select qualified Bilingual/ESL personnel throughout the district to serve as committee members.
2. Ensure that the appropriate assessment instruments are utilized for the Bilingual/ESL students. (i.e. Woodcock Muñoz)
3. Ensure that the appropriate assessment instruments, procedures, and established district guidelines are utilized for identifying and monitoring the progress of Gifted/Talented, and Special Education students.

Placement & Identification

Goal

Ensure proper Identification, Placement, and Program Selection.

Placement & Identification

Objectives

1. Effectively communicate the district and state guidelines for appropriate student identification and program placement.
2. Enhance the process for identification, placement, and program selection to expedite the service delivery to meet the need of a diverse population.
3. Create procedures to monitor and evaluate proper placement, identification, and program selection.

Placement & Identification

Objective 1

- **Effectively communicate the district and state guidelines for appropriate student identification and program placement.**

Action Steps

1. Recommend the state's Transitional Model for the Bilingual Program.

2. Clearly define models of the Bilingual/ESL Program.

3. Clearly define:
    - Entrance Criteria
    - Transition Criteria
    - Exit Criteria

   for PISD's Bilingual/ESL Transitional Program

4. Ensure that proper documentation is completed and properly placed in the student's permanent folder.
    - Language survey
    - Teacher survey
    - Parent interview
    - Student interview
    - Other forms applicable to Bilingual/ESL program
    - Standardized Test (SABE, IDEA, etc.)

Placement & Identification

Action Steps

5. Create an informational Bilingual/ESL Program booklet printed in English, Spanish and Vietnamese which contains
   - philosophy
   - levels of English proficiency
   - assessment guidelines with built-in flexibility
   - goals and objectives
   - procedures and rationale
   - examples of Home Language Survey, Teacher Survey, Student Survey

     sample of forms with explanation for parents.
   - Placement options based on language proficiency and achievement levels.

6. Develop a video that explains the benefits of the Bilingual/ESL Program.

Placement & Identification

Objective 2

- **Enhance the process for identification, placement, and program selection to expedite the service delivery to meet the needs of a diverse population**

Action Steps

1. Train Administrators, Teachers, Peer Facilitators, Master List Aides, and Bilingual Instructional Aides in the areas of:
    - placement of students
    - teacher recommendations
    - informal parent and student interviews
    - documentation needed for identification and placement
    - program information available at elementary and secondary campuses.

2. Develop a recent immigrant program to address the unique needs of non-English speakers. (6-12)

3. Review student information to determine level of schooling:
    - Schooled
    - Partially schooled
    - Non-schooled

Placement & Identification

Objective 3

- **Create procedures to monitor and evaluate proper placement, identification, and program selection.**

Action Steps

1. Enhance the communication of placement procedures for Bilingual/ESL Students.
    - clearly identify the student's level of oral language proficiency. (IPT)
    - clearly identify the academic achievement (ITBS).
2. Develop an extensive criteria for placement and identification.
    - Home Language Survey
3. Establish a process of information gathering by conducting parent and student interviews.
4. Assign one full-time person on each campus to be in charge of identification.

Curriculum and Instruction

Goal

Provide student centered, research based, consistent, innovative curriculum and instruction that is relevant to high achievement and is logically sequenced from PK-12.

Curriculum & Instruction

Objectives

1. Utilize the essential components of a research-based Bilingual/ESL program for planning, monitoring, and evaluating the curriculum design.
2. Offer an appropriate range of instructional programs that are relevant and developmentally appropriate.
3. Develop and utilize benchmarks, timelines, strategies, resources, sample lessons, and assessments based on TAAS and TEKS.
4. Identify and define effective instructional strategies needed to support the curriculum.
5. Develop appropriate time guidelines for language of instruction at each grade level.
6. Infuse interactive ESL strategies into instruction in all disciplines.
7. Examine exemplary Bilingual Programs and provide information to campuses.

Curriculum & Instruction

Objectives

8. Effectively utilize technology as a resource to support teachers with implementation of the curriculum.

9. Establish a process for Bilingual/ESL and regular education teachers to plan and collaborate for the purpose of aligning instruction and assessment both vertically and horizontally.

Curriculum & Instruction

Objective 1

- **Utilize the essential components of a research based Bilingual/ ESL program for planning, monitoring, and evaluating the curriculum design.**

Action Steps

1. Develop a Bilingual/ESL curriculum that parallels the English curriculum.

2. Administrators should ensure that the Bilingual/ESL methodology and scope and sequence is being implemented at each grade level.

Curriculum & Instruction

Objective 2

- **Offer an appropriate range of instructional programs that are relevant and developmentally appropriate.**

Action Steps

1. Develop a curriculum in Spanish for Gifted and Talented and Special Education population.
2. Create a committee of administrators and Bilingual/ESL teachers to review and recommend effective programs and instructional strategies.
3. Conduct a survey of Bilingual/ESL and mainstream classroom teachers to identify effective instructional programs.
4. Establish monthly meetings with Bilingual/ESL personnel at both campus and district levels to align and monitor the Bilingual/ESL curriculum.

Curriculum & Instruction

Objective 3

- **Develop and utilize benchmarks, timelines, strategies, resources, sample lessons, and assessments based on TAAS and TEKS.**

Action Steps

1. Create a committee to develop a scope and sequence for Bilingual, ESL PK-12.
2. Provide the scope and sequence for PK-12 by 1998-99 school year.
3. Develop process and procedures for grading ESL.
4. Evaluate and revise benchmarks with horizontal and vertical teams.
5. Disseminate locally developed teaching materials in both English and Spanish during the summer.
6. Create nine week packets of teaching ideas and techniques in English and Spanish for classroom implementation.

Curriculum & Instruction

Objective 4

- **Identify and define effective instructional strategies needed to support the curriculum.**

Action Steps

1. Conduct a survey of Bilingual/ESL and mainstream classroom teachers to identify effective instructional practices.

2. Analyze and review results of the survey and recommend effective instructional practices.

3. Prepare and present effective techniques, strategies, and materials for all Bilingual/ESL teachers.

Curriculum & Instruction

Objective 5

- **Develop appropriate time guidelines for language of instruction at each grade level.**

Action Steps

1. Determine students' levels of oral proficiency in English and Spanish.

Curriculum & Instruction

Objective 6

- **Infuse interactive ESL strategies into instruction in all disciplines.**

Action Steps

1. Provide teachers with strategies to teach reading skills across the curriculum

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Curriculum & Instruction

Objective 7

- **Examine exemplary Bilingual/ESL programs and provide information to campuses.**

Action Steps

1. Collaborate with TEA, TABE, NABE, TEPSA, TASBA, and Region IV as resources in providing information on exemplary Bilingual / ESL programs
2. Select visitation committee and schedule visits.
3. Visit campuses that have been identified as having exemplary Bilingual / ESL programs.
4. Provide summaries of visitations to exemplary campuses.
5. Compile a list of Bilingual / ESL programs and their locations.

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Curriculum & Instruction

Objective 8

- **Effectively utilize technology as a resource to support teachers with implementation of the curriculum and technology instruction.**

Action Steps

1. Create and maintain a website for the Bilingual/ESL program that provides bulletins and information regarding the program.
2. Procure software to develop website or contract with an outside source.
3. Download TAAS materials and other instructional materials in English and Spanish from the internet.
4. Compile a list of Spanish books, magazines and internet addresses to be shared with the campuses.
5. Share state and district information on workshops, speakers, and upcoming events through the internet and distance learning.
6. Utilize technology in the classroom to provide instruction.

Curriculum & Instruction

Objective 9

- **Establish a process for Bilingual/ESL and regular education teachers to plan and collaborate for the purpose of aligning instruction and assessment both vertically and horizontally.**

Action Steps

1. Provide elementary and secondary teachers with adequate time to create and revise scope and sequence.

Resources

Goal

Provide an adequate budget, resources, materials, and supplies.

Resources

Objectives

1. Coordinate resources throughout the district to include technology and personnel to support the Bilingual/ESL program of the school.
2. Provide sufficient library reference and professional materials for Bilingual and ESL classes.
3. Provide materials, supplies, and assessment instruments for Bilingual/ESL program evaluation.
4. Acquire developmentally appropriate instructional materials in Spanish.
5. Establish a teacher resource center to provide a networking and instructional support system inclusive of bilingual materials and resources.
6. Compile a list of available Bilingual/ESL resources .

Resources

Objectives

7. Provide resources for the community at school facilities.
8. Communicate opportunities with local universities to provide training for Bilingual/ESL Certification.
9. Identify districts that have been successful in acquiring various funding sources: Federal/State grants, businesses, foundations and individuals.
10. Provide greater financial incentive to recruit and retain qualified Bilingual/ESL personnel.

Resources

Objective 1

- **Coordinate resources throughout the district to include technology, and personnel to support the Bilingual/ESL program of the school.**

Action Steps

1. Collaborate with Special Education department in servicing special education LEP students through the consolidation of funds.
2. Create and provide a scope and sequence for PK-12.
3. Purchase additional computers to serve the Bilingual/ESL needs at both the elementary and secondary level (i.e... Teachers Workshop, Hyperstudio).
4. Design a technology center at the district and on campuses to preview and review hardware and software.
5. Provide software for the teachers to develop lessons.

Resources

Action Steps

6. Incorporate interdisciplinary software and technology.
    - Bilingual Writing Center
    - Living books
    - Light Span
    - Little Planet
    - Waterford Reading Program
    - Education Management Group
    - Wiggle Works - (K)

7. Provide real world experiences through the use of interactive technology.

Resources

Objective 2

- **Provide sufficient library references and professional materials for Bilingual and ESL classes.**

Action Steps

1. Upgrade Spanish non-fiction and fiction collections in libraries to encourage reading and teaching from sources other than textbooks
2. Research appropriate reference materials and Spanish book titles and make readily available.
3. Encourage greater use of inter-school library system by teachers and staff.

Resources

Objective 3

- **Provide materials, supplies, and assessment instruments for Bilingual/ESL program evaluation.**

Action Steps

1. Evaluate campus needs.

2. Research existing assessment materials.
    - Kamico
    - Step Up to TAAS
    - Breaking the Code in Reading Comprehension
    - TAAS BOSS
    - TAAS Master
    - Gourmet/Appetizers
    - Region XIII
    - TAAS Tutor

3. Collaborate with other campuses in obtaining assessment materials.

4. Plan for appropriate use of Bilingual/ESL funding.

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Resources

Action Steps

5. Provide instructional materials equivalent to those provided for the mainstream classrooms..

6. Provide a skills packet for all the TAAS objectives and strategies (Spanish/English).
    - sufficient supplementary materials in Spanish/English
    - activity packets in Spanish/English

7. Distribute instructional materials in a timely manner.

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Resources

Objective 4

- **Provide teachers with a variety of assessment instruments.**

Action Steps

1. Disseminate a list of state approved assessment instruments.
    - Oral Language Proficiency
    - Academic Achievement

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Resources

Objective 5

- **Compile a list of available Bilingual/ESL resources.**

Action Steps

1. Develop a Bilingual/ESL informational booklet.
2. Form a committee to evaluate and recommend software for the Bilingual/ESL classroom.

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Resources

Objective 6

- **Establish a teacher resource center to provide a networking and instructional support system inclusive of Bilingual/ESL materials and resources.**

Action Steps

1. Identify and purchase Bilingual/ESL software for the Instructional Technology Software Preview Library.
2. Create a Bilingual/ESL resources center in campus library or other designated area.

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Resources

Objective 7

- **Provide resources for the community at school facilities.**

Action Steps

1. Determine community needs.
2. Plan and design training for identified needs.

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Resources

Objective 8

- **Communicate opportunities with local universities to provide training for Bilingual/ESL Certification.**

Action Steps

1. Seek external funding sources and contact colleges in order to provide financial assistance to students.
2. Research and distribute scholarship sources for Bilingual/ESL students.
3. Provide district assistance for college tuition and/or EXCET fees.

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Resources

Objective 9

- **Identify districts that have been successful in acquiring various funding sources: Federal/State grants, businesses, foundations and individuals.**

Action Steps

1. Visit other districts to obtain ideas and share information.
2. Provide funds for district staff development in the grant writing process.

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Resources

Objective 10

- **Provide greater financial incentives to recruit and retain qualified Bilingual/ESL personnel.**

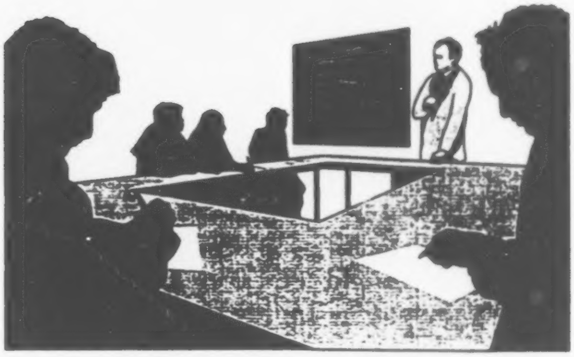
Action Steps

1. Provide extra duty pay to teachers working beyond their school day or school year.
2. Waive the $3,000.00 required fee for Bilingual/ESL ATCP candidates.
3. Continue to provide funding for Bilingual/ESL Teachers in Training.
4. Search for alternative funding sources to support the recruitment and retention efforts.

Staff Development

Goal

Offer continuous staff development opportunities for students, teachers, administrators, parents, and general community.



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Staff Development

Objectives

1. Design and develop a plan for communicating the purpose and process of the Bilingual/ESL program to the PISD community which includes students, teachers, administrators, support staff, paraprofessionals, parents, and businesses.

2. Design, develop, and deliver staff development to promote the implementation of a balanced Bilingual/ESL program across the curriculum.

3. Provide training for teachers on interpreting and utilizing current assessment data for Identification, Placement, and Instruction.

4. Design, develop, and deliver staff development to teach research-based instructional strategies.

5. Provide training for administrators and teachers on diagnostic and prescriptive teaching strategies based on students' cognitive and affective needs.

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Staff Development

Objectives

6. Provide training for all district personnel on the diverse needs of our multicultural community.

7. Provide training in the use and/or development of both formal and informal assessment in monitoring student progress.

8. Implement a training model that establishes instructional teams to deliver training .

9. Establish mandatory training for administrators and Bilingual/ESL personnel.

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Staff Development

Objective 1

- **Design and develop a plan for communicating the purpose and process of the Bilingual/ESL program to the PISD community which includes students, teachers, administration, support staff, paraprofessionals, parents, and businesses.**

Action Steps

1. Revise job description of Bilingual/ESL aides.
2. Establish guidelines on how best to utilize the Bilingual/ESL aides.
3. Invite business and community members to partner with schools in enhancing the Bilingual/ESL program.
4. Provide time for feeder schools to meet for vertical planning.

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Staff Development

Objective 2

- **Design, develop, and deliver staff development to promote the implementation of a balanced Bilingual/ESL program across the curriculum.**

Action Steps

1. Provide training for all Bilingual/ESL teachers (Pre K-12) and instructional aides on implementation of scope and sequence.
2. Provide demonstration of sample lessons for Spanish Language Arts and ESL. (i.e., Rainbow pages)
3. Establish regular grade level and district meetings for Bilingual/ESL personnel.
4. Coordinate with universities on training requirements for teachers, administrators, counselors, etc.

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Staff Development

Objective 3

- **Provide training for teachers on interpreting and utilizing current assessment data for Identification, Placement, and Instruction.**

Action Steps

1. Train Bilingual/ESL personnel on the use of assessment results to link curriculum and instruction.
2. Train Bilingual/ESL personnel on how best to utilize allocated budget to meet their needs and the needs of their students.

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Staff Development

Objective 4

- **Design, develop, and deliver staff development of research-based instructional strategies.**

Action Steps

1. Provide training for vertical and horizontal alignment of the Bilingual/ESL goals and objectives to the TEKS.
2. Provide training in peer teaching, peer coaching and in the collaborative process.
3. Repeat training opportunities at mid-year for new hires.
4. Provide computer training for teachers and aides.

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Staff Development

Objective 5

- **Provide training for administrators and teachers on diagnostic and prescriptive teaching strategies based on students' cognitive and affective needs.**

Action Steps

1. Provide training on TAAS Strategies.
2. Provide training on Phonemic Awareness, Literacy Framework, Running Records, Book Leveling, and Pathways to Success.

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Staff Development

Objective 6

- **Provide training for all district personnel on the diverse needs of our multicultural community.**

Action Steps

1. Train paraprofessionals to assist special education teachers with bilingual children who qualify for Special Education.
2. Provide sensitivity training for district personnel.

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Staff Development

Objective 7

- **Provide training in the development and use of both formal and informal assessment to monitor student progress.**

Action Steps

1. Formal assessment
    - IDEA
    - Carousel
    - Accelerated Reader
    - Star
    - Jostens
    - SABE
    - ITBS
    - TAAS
2. Informal assessment
    - District Benchmarks
    - running records
    - portfolio assessment
    - observation checklist
    - rubrics
    - interview

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Staff Development

Objective 8

- **Implement a training model which establishes instructional teams to deliver training .**

Action Steps

1. Create teams from each grade level at elementary campus to become trainers of trainers.
2. Create teams from each subject area at the secondary level to become trainers of trainers.
3. Create teams at the district level to become trainers of trainers.

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Staff Development

Objective 9

- Establish mandatory training for administrators and Bilingual/ESL personnel.

Action Steps

1. Establish procedures for training all Bilingual/ESL personnel in curriculum, instruction, assessment, placement, and identification.

2. All Bilingual/ESL teachers should receive LPAC training in order to provide added input when making placement decisions.

3. Encourage Bilingual/ESL teachers to participate in monthly district meetings in order to facilitate vertical and horizontal planning, alignment and collaboration.

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Staffing

Goal

Provide a highly trained and qualified staff.

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Staffing

Objectives

1. Utilize alternative methods in hiring teachers to guarantee that Bilingual/ESL classrooms will be appropriately staffed.
2. Provide additional central office personnel to support the Bilingual/ESL program.
3. Aggressively recruit certified bilingual personnel in order to address the needs of bilingual students.
4. Provide financial assistance to indistrict personnel interested in pursuing a Bilingual or ESL Certification.
5. Investigate alternative staffing patterns to lower the student/teacher ratio.
6. Provide greater financial incentives to recruit and retain qualified Bilingual/ESL personnel.

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Staffing

Objective 1

- **Utilize alternative methods in hiring teachers to guarantee that Bilingual/ESL classrooms will be appropriately staffed.**

Action Steps

1. Develop Bilingual/ESL teachers through the district's Alternative Certification Program and the Teachers in Training Program.

2. Establish a process to ensure appropriate distribution of teaching units to reduce the number of students waived from the Bilingual/ESL program.

3. Hire a highly qualified, full time bilingual person to assist a certified English speaking teacher .

4. Utilize a team teaching approach where teachers would alternate student groups at mid-day.

Staffing

Objective 2

- **Provide additional central office personnel to support the Bilingual/ESL program.**

Action Steps

1. Establish an Associate Superintendent or Executive Director position to implement and monitor an exemplary program.

2. Hire Bilingual Instructional Specialists -one for Elementary and one for Secondary.
    - Provide support to the Bilingual/ESL teachers
    - Oversee the Bilingual/ESL program
    - Ensure that Bilingual/ESL methodology is appropriately implemented.
    - Provide staff development to Bilingual/ESL personnel
        - Curriculum writing
        - Nine weeks idea packets in English/Spanish

3. Provide assistance for supervising ATCP and TNT teacher interns.

Staffing

Action Steps

4. Create a position for a district liaison to bridge the gap between home and school.

5. Establish a full time professional central office position to translate into Spanish district documents to be disseminated to campuses.

Staffing

Objective 3

- **Aggressively recruit certified bilingual personnel in order to address the needs of bilingual students.**

Action Steps

1. Continue to recruit from:
    - Texas A & M Kingsville
    - Texas A & M College Station
    - Texas A & M Corpus Christi
    - University of Texas Pan Am
    - University of Brownsville
    - University of Texas Austin
    - University of Texas San Antonio
    - University of Houston (Central & Clear Lake)
    - University of Texas - El Paso
    - Sam Houston State
2. Develop a criteria to determine personnel distribution for the Master List Aide and Instructional Aides at each campus.
3. Involve additional campus personnel to support the ongoing assessment and Language Proficiency Assessment Committee (LPAC).

Staffing

Action Steps

4. Recruit additional bilingual personnel:
   - teachers
   - counselors
   - diagnosticians
   - special education teachers
   - speech pathologists
   - administrators

5. Provide monetary incentives for those who recruit Bilingual/ESL personnel.

Staffing

Objective 4

- **Provide financial assistance to indistrict personnel interested in pursuing a Bilingual or ESL Certification.**

Action Steps

1. Advertise and recruit from within the district by stipulating the criteria for Bilingual/ESL endorsements for teachers who may be potential candidates.

Staffing

Objective 5

- **Investigate alternative staffing patterns to lower the student/teacher ratio.**

Action Steps

1. Create a newcomer center for recent monolingual immigrants to lower the student teacher ratio at home campuses.
2. Assist in staffing the newcomer program.
3. Continue to recruit students from University of Houston enrolled in the PUMA and PDI programs.

Staffing

Objective 6

- **Provide greater financial incentives to recruit and retain qualified bilingual/ESL personnel.**

Action Steps

1. Hire Spanish speaking office personnel to facilitate communication with parents and the community.
2. Provide incentives for Bilingual/ESL teachers to acquire certification in areas of shortages.
3. Search for alternatives in recruiting and retaining Bilingual/ESL personnel.
4. Provide a full time teacher aide for all Bilingual/ESL teachers.

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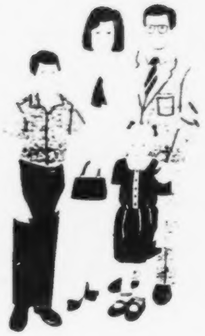
Parental and Community Involvement

Goal

Generate maximum support and involvement through education, communication, and programs to increase partnership with home, school, and business.



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Parental and Community Involvement

Objectives

1. Utilize the campus Site-Based Decision-Making Team to assess parent needs and to coordinate community involvement efforts.

2. Designate a parent coordinator to offer training that teaches parents methods to increase their child's literacy.

3. Provide a networking and instructional support system for parents and community.

4. Provide technology to link schools and homes in interactive relationships.

5. Provide internal and external bank of resources and programs for parents.

6. Send home periodic communications concerning Bilingual/ESL program.

7. Maximize parental support by conferencing with each pupil's parent/guardian.

Parental and Community Involvement

Objectives

8. Designate a media liaison on each campus to communicate with local media concerning Bilingual/ESL successes.

9. Provide a bridge between the campus and the parental community to involve parents in the educational process.

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Parental and Community Involvement

Objective 1

- **Utilize the campus Site-Based Decision-Making Team to assess parent needs and to coordinate community involvement efforts.**

Action Steps

1. Develop a needs assessment survey by each campus.

2. Create an inviting climate of office personnel and supportive staff at each campus.

3. Provide opportunities for parents to become involved in school activities at each campus.

4. Invite parents to be school facilitators.
    - Reading to students
    - Tutors
    - Mentors
    - Library assistants
    - Clinic assistants
    - Cafeteria helpers
    - Classroom helpers

5. Promote parent attendance at school functions, conferences, and meetings.

6. Provide PTA/PTO meetings for speakers of other languages in their native language.

Parental and Community Involvement

Objective 2

- **Designate a parent coordinator to offer training that teaches parents methods to increase their child's literacy.**

Action Steps

1. Communicate clearly specified high expectations to students and parents.
2. Share with parents specific instructional strategies to be used at home with their children.

Parental and Community Involvement

Objective 3

- **Provide a networking and instructional support system for parents and community.**

Action Steps

1. Assess parents' needs and initiate plans to meet their needs.

2. Create a parent support group.

3. Create and disseminate Bilingual/ESL informational booklet to be provided via audio, video or in printed form in the parents native language.

Parental and Community Involvement

Objective 4

- **Provide technology to link schools and homes in interactive relationships.**

Action Steps

1. Provide computer training for parents.

2. Extend the school day at home through the use of:
   - Light span Partnership
   - Sony Playstation/CD ROM
   - Mathematics software
   - Language software
   - Microsoft Training

3. Expand Educational Management Group technology in order to customize workshops for parents through distance learning.

4. Utilize cable channel to provide district/school information and lessons via television.

Parental and Community Involvement

Objective 5

- **Provide an internal and external bank of resources and programs for parents.**

Action Steps

1. Offer parent programs such as :
   - FLAME
   - CICC
   - PECES
   - ERIC
   - PADRES CON PODER
2. Utilize schools as resources for the community:
   - ESL classes
   - Parent classes
   - Job training
   - Computer training
3. Utilize outside resources such as:
   - Region IV
   - Harris County Department of Education

Parental and Community Involvement

Objective 6

- **Send home periodic communications concerning Bilingual/ESL program.**

Action Steps

1. Provide written communication in parents' native language.
2. Distribute Bilingual/ESL Informational booklet.
3. Schedule parent meetings by grade level.
4. Develop parent/teacher groups to provide literacy programs at home.

Parental and Community Involvement

Objective 7

- **Maximize parental support by conferencing with each pupil's parent/guardian.**

Action Steps

1. Designate adequate time to hold parent/teacher conferences.
2. Share with parents the academic performance of students.
3. Share with parents the academic performance of the school.

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Parental and Community Involvement

Objective 8

- **Designate a media liaison on each campus to communicate with local media concerning Bilingual/ESL successes.**

Action Steps

1. Communicate with indistrict and local newspapers, radio, and television stations.
    - Pinnacle-English and Spanish
    - South Belt Leader
    - Pasadena Citizen
    - Houston Chronicle
    - Univision
    - Telemundo
    - ABC
    - NBC
    - CBS
    - FOX
    - PBS
    - KQQK
    - KLOVE
    - KXYZ

Parental and Community Involvement

Objective 9

- **Provide a bridge between the campus and the parental community to involve parents in the educational process.**

Action Steps

1. Coordinate common expectations with the community and businesses.

2. Enhance the knowledge and awareness of the school system and its functions.

3. Offer informational meetings to review programs of instruction at each site to include conferencing with parents waiving the Bilingual/ESL program.

4. Promote more Parent University sessions in Spanish and Vietnamese at an accessible off campus location.
    - community center
    - church
    - conference room

5. Provide child care at parent workshops.

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Parental and Community Involvement

Action Steps

6. Recruit successful Spanish speaking business/community members to serve as positive models.
   - mentoring program
   - career awareness
   - volunteer program
   - guest speakers

Communication

Goal

Model and promote collaboration through increased communication with all members of the learning environment.

Communication

Objectives

1. Schedule adequate time for horizontal and vertical communication to discuss effective Bilingual/ESL instructional strategies and methods at each campus as well as at the district level.

2. Increase understanding of PISD's diverse population through multicultural training for all district personnel.

3. Ensure the sharing, networking, and collaboration amongst all teachers at grade level and district meetings.

4. Provide teachers the opportunity to observe successful Bilingual/ESL teachers within the school or district.

5. Establish support groups to broaden the knowledge base necessary for teachers to be successful in the Bilingual/ESL classroom.

6. Enhance collaboration and coordination with universities, Region IV, and Harris County Department of Education for training teachers, parents, and the community.

Communication

Objective 1

- **Schedule adequate time for horizontal and vertical communication to discuss effective Bilingual/ESL instructional strategies and methods at each campus as well as at the district level.**

Action Steps

1. District Bilingual/ESL Peer Facilitator and Bilingual/ESL instructional specialist schedule meetings with campuses to provide needed assistance.

2. Establish dates for teachers to plan at the campus level both horizontally and vertically.

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Communication

Objective 2

- **Increase understanding of PISD's diverse population through multicultural training for all district personnel.**

Action Steps

1. Provide district support of an annual multicultural fair with focus on programs, procedures, materials, and technology which are currently utilized in the district.

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Communication

Objective 3

- **Ensure the sharing, networking, and collaboration amongst all teachers at grade level and district meetings.**

Action Steps

1. Provide Bilingual/ESL district mini conference.
2. Encourage and support collaboration of all teachers in the planning process at each grade level.

Communication

Objective 4

- **Provide teachers the opportunity to observe successful Bilingual/ESL teachers within the school or district.**

Action Steps

1. Create a professional Video library of lessons presented by teachers from various campuses representing all subject areas and grade levels.

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Communication

Objective 5

- **Establish support groups to broaden the knowledge base necessary for teachers to be successful in the Bilingual/ESL classroom.**

Action Steps

1. Share effective instructional practices, resources, materials, and demonstration of successful lessons.
    - colleges
    - district personnel
    - bilingual district peer facilitators
    - campus peer facilitators
    - Bilingual/ESL instructional specialist

Communication

Objective 6

- **Enhance collaboration and coordination with individual campuses, universities, Region IV, and Harris County Department of Education for training teachers, parents, and the community.**

Action Steps

1. Present family math and reading nights using dual language.

2. Create a district bulletin or use the Pinnacle to advertise upcoming campus events open to the public. (Spanish and English)

Busing

Goal

Reduce the number of students that are bused and create more programs at their home school.

Busing

Objectives

1. Reduce the number of busing routes by expanding the Bilingual/ESL program to meet the students' needs at their home campus.
2. Reduce the number of busing routes by providing adequate facilities to accommodate the expansion of the Bilingual/ESL program at designated campuses.
3. Decrease the number of parents waiving students from the Bilingual/ESL program because of busing by providing adequate facilities.
4. Provide transportation for parents to special parent programs.

Busing

Objective 1

- **Reduce the number of busing routes by expanding the Bilingual/ESL program to meet the students' needs at their home campus.**

Action Steps

1. Eliminate the transportation of Bilingual/ESL students to other campuses for services by providing Bilingual/ESL programs at all campuses.
2. Redirect funding sources from transportation to recruit and train more Bilingual/ESL teachers.
3. Implement and staff Bilingual/ESL programs incrementally beginning with PK or K at non-providing campuses.

Busing

Objective 2

- **Reduce the number of busing routes by providing adequate facilities to accommodate the growth of the Bilingual/ESL program at designated campuses.**

Action Steps

1. Locate busing campuses in close proximity to students' homes.
2. Locate busing campuses for split programs (i.e. K-2 on one campus and 3-5 on another campus) in close proximity to students' homes.
3. Increase classroom space at targeted campuses for the Bilingual/ESL program.
    - new construction
    - portable buildings

Busing

Objective 3

- **Decrease the number of parents waiving students from the Bilingual/ESL program because of busing by providing adequate facilities.**

Action Steps

1. Disseminate information to inform public about the benefits of the Bilingual/ESL Program.

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Busing

Objective 4

- **Provide transportation for parents to special parent programs. (i.e. Parent University)**

Action Steps

1. Transport parents to:
   - Parent University
   - Events at busing campuses

Glossary

L1	First language
L2	Second language
ESL	English as Second Language
BICS	Basic Interpersonal communicative Skills
CALP	Cognitive Academic Language Proficiency
IDEA	Individualized Developmental English Activity
IPT	IDEA Proficiency Test
BVAT	Bilingual Verbal Ability Test
SABE	Spanish Assessment of Basic Education
TAAS	Texas Assessment of Academic Skills
ITBS	Iowa Test of Basic Skills
TEKS	Texas Essential Knowledge and Skills
TEA	Texas Education Agency
TABE	Texas Association for Bilingual Education
NABE	National Association for Bilingual Education
TEPSA	Texas Elementary Principals and Supervisors Association
TASBA	Texas Association of School Board Administration
LEP	Limited English Proficient
NES	Non English Speaker
LES	Limited English Speaker
FES	Fluent English Speaker
NSS	Non Spanish Speaker
LSS	Limited Spanish Speaker

FSS	Fluent Spanish Speaker
EXCET	Examination for the Certification of Educators in Texas
ATCP	Alternative Teacher Certification Program
LPAC	Language Proficiency Assessment Committee
TNT	Teacher in Training
PUMA	Pedagogy for Urban Multicultural Action
PDI	Post Degree Intern
SBDM	Site - Based Decision Making (TEAM)
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
EMG	Educational Management Group
FLAME	Family Literacy Aprendiendo Mejorando Educando
PECES	Padres Eficaces Con Entrenamiento
CICC	Center for the Improvement of Child Caring
ERIC	Educational Research Institute Clearinghouse

APPENDIX H - STATEMENT OF DR. HILDA MEDRANO, Ph.D., DEAN OF COLLEGE OF EDUCATION, UNIVERSITY OF TEXAS, PAN AMERICAN, EDINBURG, TX

The Congressional Subcommittee on

Early Childhood, Youth and Families

Field Hearing on Bilingual Education

Congressman Michael Castle, Chairman

Elementary and Secondary Education
Act of 1965

Testimony by

Hilda Medrano, Ph.D.

July 7, 1999

McAllen, Texas

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Early Childhood, Youth and Families

Field Hearing on Bilingual Education

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Hilda Medrano, Ph.D.

July 7, 1999
McAllen, Texas

INTRODUCTION:

Chairman Castle, Congressman Hinojosa, and other members of the subcommittee present. Good morning and thank you very much for being in South Texas today to hear testimony regarding Bilingual Education. We are honored with your presence and are hopeful that the result of these hearings will be continued and expanded support for children and students who arrive everyday in classrooms across America speaking a language other than English.

My name is Hilda Medrano and although I am currently the Dean of the College of Education at the University of Texas-Pan American, I am before you today, simply, as a citizen and a 26 year veteran educator, of socio-economically, low income students whose first language is Spanish. In the course of those 26 years, I have been an early childhood bilingual education teacher where I had first-hand experience in teaching young children to read and write in two languages. I have also served schools as an educational consultant for language and reading programs. For the past thirteen years, I have devoted my career to the preparation of pre-service and in service teachers at The University of Texas Pan American, College of Education.

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In 1998, 54 percent of all teachers in the United States taught Limited English Proficient or culturally diverse students. Yet, in a recently released report on teacher quality, teachers acknowledge that they are unprepared to teach children from diverse cultures and students who are learning English as their second language. The shortage of certified and licensed bilingual and English as Second Language teachers has reached critical levels. States are in critical need of bilingual/ESL teachers, with California alone, needing over 20,000. Throughout the country, rural and urban schools are desperately in need of well-prepared bilingual/ESL teachers. In Texas, by the year 2000, 5600 teachers will be needed in classrooms where at least one out of four students is a limited English speaker.

Very recently, I had the opportunity to visit schools in Mexico City and in the state of Oaxaca In Mexico City, elementary school students are expected to learn three languages. Even in the poor state of Oaxaca, school officials were proud to showcase their bilingual primary education programs. It became very evident to us, as the group of U.S. visitors, that students in Mexico are being prepared to face the challenges of a future multilingual, global society. Why is it that in the United States, we are still concerned with monolingualism and how quickly children whose primary language is not English can acquire their second language in order to transition to an all English curriculum? It is shameful that the general public and U.S. government officials do not seize the opportunity and develop children's first languages during the early years of schooling while developing a second language or more languages. This is an important human resource for a global economy. **In light of this situation, what can institutions of higher education do to prepare teachers who not only are sensitive to different cultures, but are prepared with knowledge about how children develop and learn, about knowledge for teaching a LEP/ESL students, and most importantly as advocates of dual language programs (Two-way Bilingual Education).**

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How is it that we live in the most diverse country in the world and yet we are still so concerned with monolingualism, to the extent of eradicating the precious linguistic resources, such as Spanish, with transitional bilingual programs which have as their primary goal English proficiency only. In fact, state and federal funding, generally, still targets these programs, regardless of being refuted in empirical research, and the limited success they have in effectively educating non-English speaking children.

TWO-WAY PROGRAM & DEFINITION

We must turn our attention to what research indicates is the most promising program for effectively educating limited English proficient students. Current research points toward two-way or "dual language" bilingual programs as having the greatest success with this group to date. In fact, these programs not only produce academically and linguistically successful students in English, but also develop equal proficiency in their primary language (Spanish). **Two-way program models adhere to four characteristics identified as necessary for effective instruction: (1) cognitive and academic development in the primary language; (2) cognitive and academic development in the second language; (3) classroom environments that are interactive and authentic, and (4) assessment that includes authentic processes.** Unique to two-way bilingual programs, is the inclusion of both language minority (Spanish) and language majority (English) speaking students in the instructional process. Classroom instruction calls for bilingual pairing of limited English proficient (LEP) and limited Spanish proficient (LSP) students learning together in small group activities via two different languages of instruction.

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Fundamental to effective two-way bilingual programs is the focus on *enrichment*, or additive bilingualism, versus *remedial*, or subtractive bilingualism. That is, the perception of non-English speaking students as "deficient," due to their lack of the English language, rather than "an asset" due to the language other than English that they bring. We must value all children for who they are and what they bring to classrooms.

TEACHER PREPARATION

To meet this challenge, we must support and fund teacher preparation programs that have acted upon research-based educational practices which show promise in successfully educating and increasing the academic achievement of Hispanic K-16 students. At the University of Texas Pan American, College of Education, we have acted upon the research by restructuring not only the bilingual education preparation program, but the entire teacher preparation program to one that utilizes a learner-centered curriculum that now focuses on the effective education of diverse students, including language minority students. Our teacher preparation program addresses the following:

- Multicultural and diversity needs of the South Texas population and other diverse cultures
- Field-based experiences and extended internships (over 700 hours of direct contact in classrooms)
- Integration and effective use of technology
- Innovative teaching and best practices
- Cooperative efforts with UTPA College of Arts and Sciences
- Modifications that meet the needs of teachers and non-traditional students, such as students with daytime employment and students on teaching permits and
- On-going collaboration with public schools.

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All preservice teachers are prepared to acquire knowledge of first and second language acquisition, child development and exceptionalities. Specifically, our bilingual teacher preparation program has been fully restructured in that it now prepares its future bilingual teachers with the thorough core of **knowledge** and **advocacy** for Two-Way Bilingual Education. Currently, we are piloting the Two-Way Bilingual Education model in higher education through a special project called **"Project Alianza,"** a multi-state university-alliance partially funded by the Kellogg Foundation. **Faculty teaching in this program, model two-way bilingual practices by delivering content instruction in two languages through bilingual pairs and groups of students with the ultimate goal of academic and linguistic biliteracy of pre-service teachers.** An overriding goal of this project is to develop a model for effectively preparing bilingual education teachers that are sensitive to and knowledgeable of diverse populations, particularly limited English populations, and that, will effectively meet their educational needs.

FINAL RECOMMENDATIONS

Two-way bilingual education programs not only produce bilingual students who are academically successful, if not superior, but they do it not at the expense of their primary language. The goal of two-way bilingual programs is equal proficiency in two languages or bi-literacy.

I would, therefore, challenge all of us, as leaders, to depoliticize bilingual education programs and focus on dual language as the goal for all students in the United States. We, therefore, must stop supporting ineffective bilingual education programs such as transitional bilingual education programs.

In conclusion, thank you for the opportunity to testify. Thank you for listening and for giving due consideration to the issues I have raised in the interest of continued improvement of Bilingual Education programs and Academic Achievement in Texas and throughout the United States.

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